

THE SCHOOL JOURNAL.

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Appleton's Readers a Failure.

HUTCHINSON, KAN.

Why Appleton's Readers were Discarded and McGuffey's Revised Readers Introduced.

In May, 1879, an edition of Appleton's Readers of 1878 was placed before the Hutchinson School Board for examination, and the Readers were adopted. Since that time the publication of the series of Readers approved and adopted has been discontinued, that is to say, Appleton's Readers, *edition of 1878*. In consequence of this failure to continue the publication of the edition of 1878, the Board was no longer bound by the stipulations of the contract made when Appleton Readers were adopted.

Owing to the radical and irreconcilable changes made in these Readers, all of said editions being in use, and the confusion and inconvenience occasioned in the several departments of the schools, the Board ruled that an evil existed that would not admit of delay and consequently need not be submitted to the electors of the District, because the law requiring uniform text-books in each school, was openly violated so long as Appleton's Readers remained in the schools.

There were three editions of the Appleton Readers in the schools—not two of them agreeing.

Comparisons were made between a First Reader of 1879, and the latest edition of 1880. Over one hundred distinct differences were found.

Between the 1878 and 1879 editions of the Second and Third Readers the differences were almost innumerable.

Of the Fifth Reader there were three different editions of 1879.

These facts were clearly shown and were supported by the sworn affidavits of the teachers.

Upon this evidence the Board at a regular meeting discarded Appleton's Readers and adopted McGuffey's Revised Readers.

Whereupon the agents of Appleton's Readers brought suit to compel the use of their Readers in the schools. Pending the decision of the court the Board was petitioned by four-fifths of the legal voters of the District to adopt McGuffey's Revised Readers; the prayer of the petition was granted, Appleton's Readers were discarded and McGuffey's adopted as provided by law permitting Boards to take such action on petition of four-fifths of the electors.

A. R. SCHEBLE, Treasurer.
N. T. P. ROBERTSON, Director.
J. J. McBRIDE, Supt.

February 1st, 1881.

The Following are some of the Cities and Towns which have tried and Discarded Appleton's Readers, AND ADOPTED MC GUFFEY'S REVISED READERS.

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LOUDONVILLE, O.
HAYESVILLE, O.
NEW LISBON, O.
NORTHFIELD, O.
MACEDONIA, O.
TWINSBURG, O.
BROOKVILLE, O.
BURBANK, O.
POLK, O.
REMINGTON, IND.
Nor. MANCHESTER, IND.
MEXICO, MO.
CASSVILLE, MO.
WALL LAKE, IOWA.
LA MONTE, MO.
UNIONVILLE, MO.
LURAY, MO.
MONROE CITY, MO.

FINDLAY, O.
WASHBURN, MO.
CONCORDIA, MO.
EFFINGHAM, KAN.
SHELBYVILLE, ILL.
BEACON, IOWA.
LOVILLA, IOWA.
EUCLID, O.
NOTTINGHAM, O.
MECHANICSVILLE, O.
BEALLSVILLE, O.
GIRARD, KAN.
LEETAET, O.
RED HAW, O.
MOHICANVILLE, O.
WARSAW, IND.
SOMERSET, IND.
DOYLESTOWN, O.
PORT WASHINGTON, O.
PIERCE CITY, MO.
BRIMFIELD, O.
MONTROSE, MO.

MADISON, O.
HUGHSVILLE, MO.
LANCASTER, MO.
LAGRANGE, MO.
HIGGINSVILLE, MO.
BEACON, IOWA.
MONROVIA, KAN.
PERRY, IOWA.
MANCHESTER, TENN.
MARYSVILLE, IOWA.
COLONA, MO.
GREEN RIDGE, MO.
GIRARD, O.
MINERAL CITY, O.
MAYFIELD, O.
DOYLESTOWN, O.
PORT WASHINGTON, O.
PIERCE CITY, MO.
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HAMILTON, IOWA.
COLLINWOOD, O.
NOBLES, O.
XENIA, IND.
GREENSBURG, IND.
KIRKSVILLE, MO.
CALHOUN, MO.
LINCOLN, MO.
MILLARD, MO.
LACLEDE, MO.
HANNIBAL, MO.
DADEVILLE, MO.
WENTWILL, MO.
WHITESVILLE, MO.
BUFFALO, MO.
KEARNEY, MO.
OGDEN, IOWA.
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CALEDONIA, O.
BEACH CITY, O.
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LORAIN, O.
JEROMEVILLE, O.
BRECKSVILLE, O.
ELEETSVILLE, IND.
PATRICKSBURG, IND.
KEYTESVILLE, MO.
NORBORNE, MO.
MILAN, MO.
FAYETTEVILLE, MO.
MALDEN, MO.
NEW CAMBRIA, MO.
HUTCHINSON, KAN.

MT. VERNON, ILL.
FLORA, ILL.
LENOX, IOWA.
RICHMOND, MO.
LAWSON, MO.
OSTRANDER, O.
NEW ANTRIC, O.
MONROEVILLE, IND.
OAK HILL, O.
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LANCASTER, IOWA.
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New York, March 12, 1881.

WITH this number of the JOURNAL the pages are increased from twelve to sixteen. This indicates an increased amount of practical educational matter. In every number of the JOURNAL there may be found one or more of those articles that have rendered it famous. By superintendents, principals, teachers, and a large number of school officers it has been considered a fountain of light and instruction. So many successful teachers have placed on record, in its pages, the means by which success comes, that it has become an authority on school-room methods. It will bring delight to every friend of education to mark the progress of the JOURNAL and to help it forward.

THE Public School Journal was established in 1870; to represent the private school interest it became the New York School Journal

with a broader scope. It has since absorbed the interest of the College Review, the Illustrated Educational News and the Working Teacher. It celebrates its decade by circulating in every state and territory, and thus has a national influence, and evidently all restrictive terms may be removed. It is known as the "The School Journal"—we trust it merits an extra emphasis on the article.

IT is often desirable to go back to the ideas of the great educators of the past; to ponder upon the truths they enunciated after years of patient thought, will bring one into a frame of mind in which he can properly consider the wants of humanity to-day. WHAT IS EDUCATION? No sooner does man emerge from barbarism and begin to erect the framework of civilization than he perceives that succeeding generations cannot employ the complexity that is involved in advancement, improvement and investigation without preparation. Thus, begins the discussion. Nor does it ever end, for advancing still further new discoveries are made.

Good Supervision Needed.

A number of the Massachusetts towns have appointed a committee to consider an improved method of school supervision. The plan recommended provides that the towns voluntarily associate themselves into groups of two, three or four, each group to employ a superintendent to take charge of its schools, the expense to be distributed among the towns composing the group. This plan also provides that the school committees serve without pay. The State Board of Education approves the scheme, and circulars, giving details, are now being sent to the towns.

This is greatly needed in New York State. A village board could easily join two or three towns, and thus employ an able man greatly to the good of all concerned.

The Legislature.

A bill was introduced into the Senate to give the Superintendent of Public Instruction the control of the Normal Schools of this State. This has passed the Senate and is now before the Assembly. The plan is not a good one. The present plan has its defects, but this while remedying them introduces features not at all desirable. The local boards of trustees have hitherto managed the schools fairly. The State Supt. has the power of approving or disapproving of the selections made. And until the "Cortland muddle" all had gone smoothly.

The objections to the bill are plainly in view. The State Supt. is nominated by a political party. Elected by that party, he must necessarily be a politician. He is chosen not on account of his fitness to prescribe courses of study for the Normal Schools. Mr. Gilmour is an able Supt. of Schools; but who will be his successor? A law is not to be made for a day. This increase of power is unusual and unnecessary. What is needed is a supervising power only. A good idea of how a Normal School may be managed may be obtained by observing the Albany Normal School. Here the State Superintendent and three Regents of the Uni-

versity manage its affairs, and have done this for thirty-five years.

Need of Superior Teachers.

There is a common, but erroneous idea abroad, that good teachers can be easily procured. Never was there a greater mistake. There are plenty who essay teaching, and many of those who are in the schools are decidedly ignorant of what constitutes teaching. It is but a few years since that a president of an insurance company was member of the New York Board of Education. He wanted to cut the salaries of principals down to \$1,200, giving as a reason, that plenty of well educated men could be found at that price to manage them. Now, this man was simply ignorant of the fact that the possession of knowledge and the possession of teaching power are two different things. It is a fact, that with all that has been done, that one half or more of those who teach are poor teachers. It is difficult to find good teachers; the high school graduate is not a teacher, the college graduate is not a teacher, though the public persist in thinking so; and it sets these people at work because there are no teachers known to be such at hand. Then comes the complaint which the press echoes all over the land. Then comes the question, "What is the matter with our schools?" The answer is, "You have poor teachers in them."

The Boston Advertiser puts the matter unusually clear:

"Education is more important than instruction, for the aim of education is character, while the purpose of instruction is knowledge; and character is better, as well as stronger, than knowledge. The subject thus alludes to marks the great difference between the Boston Latin School and such establishments as Eton and Rugby and the few good academies of New England. These can educate, while the American public high school can do very little beyond instruction. This fact need not be disguised, and will explain why our public schools, particularly those of the secondary grade, are more than Eton and Rugby in need of superior teachers—teachers who not only know much and do much, but also are much and know well and do well. No fault is found here with the teachers of the Boston Latin School. On the contrary, they deserve confidence and respect, and, if need be, praise. But the general experience may be stated to be that the best appointed countries, such as England, France, Germany and the United States, have six, and, perhaps, twelve or twenty, good university professors to one good secondary school teacher. Yet a good high school or academy teacher should be held in the same esteem as a distinguished college or university professor. It is to be regretted that so few young men of character and high scholarship devote the whole work of their life to secondary instruction."

It may be quickly answered that the pay is insufficient, but the real reason lies deeper. In our American system of public schools, politics appoints the school-board, and they the superintendent. In a vast number of cases, this man who has the modeling of the course of study and the oversight of the schools is utterly unable to appreciate "a young man of character and high scholarship who would devote the whole work of his life to teaching." He nags him, he snubs him, he marks him down, he renders his life miserable.

That is what is the matter!

To the Legislature of the State of New York.

The educational system of the Empire State needs your attention now more than anything else. It never seems to have occurred to the people that the present system could be immensely improved. In general, it may be said, the teaching is now what it was forty years ago. For the reason, that the art of teaching is learned in the school-room as it was forty years ago. And the crude efforts of crude beginners are as ineffectual in one age as another. The painful reflection is that the people will tolerate this state of things without protest.

In 1821, the then venerable ex-President Adams gave his views as to the benefit he had received from teaching school in his youth. He said, "After I left college, I came home to Braintree to see my friends; and then went to Worcester to keep school to support myself, while at the same time I studied law with Judge Putnam. I advise every young man to keep school. I acquired more knowledge of human nature while I kept that school than while I was at the bar, than while I was in the world of politics or at the courts of Europe. It is the best method of acquiring patience, self-command, and a knowledge of character."

Mark this! He does not pretend it was a good thing for the schools; he had had his wits ground at the public expense and recommends the grindstone to others as being cheap and effective! The children turned the grindstone then and they are doing it today; and the parents wonder their children are no more improved. The process should be reversed. Let persons of skill be employed and it will be the children who will "acquire knowledge, patience, self-command," and thousands of other things not now imparted.

In 1840, the condition of the schools was much debated by the eminent men in the Legislature. *It was agreed that the only way to improve the schools was to improve the teachers.* And so in 1844 a Normal School was opened; since then seven other Normal Schools have been opened. These show, any way, that the State appreciates the gravity of the problem. If, when the first Normal School was founded, a law had been passed that none should be employed but graduates of educational schools, it would have taken the step that now remains to be taken.

That step this Legislature should provide for. So long as the young man or woman fresh from the farm (by the power granted to the School Commissioners) are put on an equality with the graduates of the educational schools of the State, so long will these schools fail to accomplish what they might accomplish so grandly. Allow the teachers to form in the counties educational schools, (in the west the teachers support these; in Canada the government gives \$400 per year) with power to give diplomas for a year to such as finish the course of study. Require the Normal Schools to have one year courses, and give those who finished them diplomas good for two years. Let them also give diplomas to those who finish the course good for life. When a person proposes to teach let him produce his diploma from an educational school. Let the superintendents be confined to their work of superintending the schools. Of course, those who get the diplomas for a year must be limited in a practical way, so that they go on and make full preparation,

All of the present measures are remedial only; the real difficulty is not eliminated. There must be a stop put to employing those not graduates of educational schools, or the school of our great State will fail to accomplish what the large expenditure for them warrants the public to expect.

There is beside need of a law to authorize the districts in a township to unite for educational purposes. This matter is one that is of importance. It would initiate a higher grade of schools on the plan that in union there is strength. Let the senior trustee in each district be a member of the town Board; let this Board have power to hire the teachers, etc. Such town Boards would take generous and enlarged views. The State Superintendent of Schools should be allowed to detail instructors from the Normal Schools to attend the Teachers' Institutes and give instruction thereat. To accomplish this, the Normal School Boards should add to their faculties the instructors that the State Supt. would desire to detail. The work these gentlemen are doing is really Normal School work, and they are doing it well.

The bill authorizing the Education Boards of New York and Brooklyn to pension aged teachers is one that should meet with favor. The sum required will not be large, and it will be spent in proportion to the time employed in teaching in these cities.

The bill to put the Normal Schools in the entire control of the State Supt. of Schools will not be the best way to dispose of their interests. A far better plan can be devised. A Board can be created for this purpose, of which the Supt. shall be a member. The interests are too extensive to be charged on one man whose term of office is brief; and who has a million and a half of children in the public schools to care for.

The above suggestions are respectfully submitted.

AMOS M. KELLOGG.

What Sort of People are Teachers?

Those who engage in teaching believe themselves to be doing a noble work; many do it from noble motives, too, but not all. In the Teacher (England) we find it put as follows:

"Just now you're a sort of pet in the town, and your life goes easily; but wait till you find out what ordinary teachers are, and what their lives are, and I promise you some ugly half-hours. Your father's a good old fellow, but he makes me laugh when he talks about his 'great education movement,' and the 'consideration that teachers are winning.' You see in great movements there are the commanders, who swagger and get the medals, and there are the privates, who get the wooden legs and the fatigue duty."

"Yes; but the teachers are picking up now. It isn't all wooden legs and extra drill. They're raising themselves."

"Raising a fiddlestick. I know them, my lad, and I know that they are not raising themselves. They don't deserve to be raised. The ordinary teacher is just the British working man with an extra dash of conceit. What can you expect? I've seen something of the training they get. Sometimes they're under a political priest, sometimes under a sectarian dullard. If they do turn out gentlemen it's only by accident, and I don't wonder."

"I'm afraid you're generalising too freely. How many teachers are there?"

"I can't say within ten thousand even, but I believe I've seen most of the types. Mind you, I don't blame them for what they are. Don't understand me that way. I only blame them for asking more than they've got without taking the trouble to deserve more."

"Do you mean to say that among so many thousands there are not some better men than those you describe?"

"Quite so. But the good men keep themselves quiet while they're in the trade, and the chattering vulgarians are left to swagger as representatives."

"But why on earth don't the good men show themselves?"

"That's where the rub comes. I assure you that if a strong man or a cultured man were to try at helping teachers forward they would treat the display of his culture and strength as a personal reflection on themselves. Any old woman who'd drone about their wrongs and their mission they can understand, but a fellow who doesn't choose to babble about salary questions and social disabilities gets snuffed out among them very soon. They don't understand that anyone who keeps them from showing themselves in society is doing them the greatest possible kindness."

The New Administration.

On March 4th James A. Garfield was inaugurated as President of the United States. In his inaugural address among other things he said:

"It is alleged that in many communities negro citizens are practically denied the freedom of the ballot. In so far as the truth of this allegation is admitted it is answered that in many places honest local government is impossible if the mass of uneducated negroes are allowed to vote."

"But the danger which arises from ignorance in the voter cannot be denied. It covers a field far wider than that of negro suffrage and the present condition of that race. It is a danger that lurks and hides in the sources and fountains of power in every State. We have no standard by which to measure the disaster that may be brought upon us by ignorance and vice in the citizens when joined to corruption and fraud to the suffrage."

"The voters of the Union who make and unmake constitutions and upon whose will hang the destinies of our governments, can transmit their supreme authority to no successor save the coming generation of voters, who are the sole heirs of sovereign power. If that generation comes to its inheritance blinded by ignorance and corrupted by vice the fall of the people will be certain and remediless."

"The census has already sounded the alarm in the appalling figures which mark how dangerously high the tide of illiteracy has risen among our voters and their children."

"The nation itself is responsible for the extension of the suffrage, and is under special obligations to aid in removing the illiteracy which it has added to the voting population. For the North and South alike there is but one remedy. All the constitutional power of the nation and of the States and all the volunteer forces of the people should be summoned to meet this danger by the saving influence of universal education. It is the high privilege and sacred duty of those now living to educate their successors and fit them by intelligence and virtue for the inheritance which awaits them."

"In this beneficent work sections and races should be forgotten and partisanship should be unknown. Let our people find a new meaning in the divine oracle which declares that 'a little child shall lead them,' for our little children will soon control the destinies of the Republic."

On Saturday afternoon President Garfield sent to the Senate his nominations for the members of his Cabinet. The nominations were confirmed by the Senate without debate, and a unanimous vote was recorded for each member of the Cabinet. The members of the Cabinet who were thus confirmed are the following:

Secretary of State—James G. Blaine, of Maine.

Secretary of the Treasury—William Windom, Minnesota.

Postmaster-General—Thomas L. James, of New York.

Secretary of War—Robert Lincoln, of Illinois.

Secretary of the Navy—William H. Hunt, of Louisiana.

Attorney-General—Wayne MacVeagh, of Pennsylvania.

Secretary of the Interior—Samuel J. Kirkwood, of Iowa.

There is a field of work for this brave-hearted man. The key-note of his administration will be undoubtedly education. The abolition of illiteracy must be our next work. Beside this we need the abolishment of Mormonism, a completely organized system and just care for the Indians. This nation has done a mean business by the Red man and the Black man. Now let it care for both. Next comes the achievement of some *real reform* in our present methods of appointments in the *civil service* in order to the purification of politics, and the emancipation of our legislators from what now constitutes about seven-tenths of their occupation, and giving them a fair chance to attend to the legislative necessities of this vast commonwealth. The purgation of the Army and Navy from intemperance; and, at least, the *abolition of the grog-shop in the National Capital.*

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

The Primary Classes.

MAKE READING LESSONS INTERESTING.

We often hear the complaint made, particularly by the young teacher, that the readers they use are not attractive, that some of the pieces are not sufficiently interesting to attract and retain the attention of the pupils. It is a well known fact that children read best, that which they best understand; and there are pieces in some readers which they cannot understand; at the same time the most attractive lessons may be made dull and uninteresting by both teacher and pupil. One can often make a comparatively dull piece attractive, by weaving in bits of outside coloring; for instance, tell the pupils something connected with the lesson not spoken of in the reader. Make the lesson attractive by a conversational exercise. Lead the pupil to express himself, being careful to obtain correct forms of expression incidentally, having the pupil feel that it is the *thought* you wish. Work upon the pupil's mind—interest that, and the little hands and restless feet will almost take care of themselves. A good plan, particularly with a Primary Grade, is to find some short story and write it on the board, using words suitable to the vocabulary of the child.

With the number of excellent books that have been published lately, such as Col. Parker's Supplementary Readers, Swinton's Series, and the stories revised by Eliot and Lodge, the live teacher can scarcely fail to find just what she has long looked for. If the class cannot be supplied with these, the teacher can have a copy of three or four different readers, a judicious use of which will give surprising results. Failing to find just what you want, take that which seems to be the best, and change it to suit the need of the class; or originate a story and write it on the board; or best of all, have the children tell a story while you write it on the board. If you have never tried this exercise, you will be surprised at their deep interest, their originality of expression, and the two-fold pleasure experienced.

A particular lesson in a reader may have become dull through much wearing, it may be literally worn out—lost all its interest for the class, by having been read and re-read. Possibly many in the class have memorized the very words of the piece. The fault then is not with the readers, but in its use. If the children had had the books in their hands while reading only, the interest would not have flagged. The true test of the ability of a pupil to read, is not in his being able to read a certain page in his reader, but to read any printed work, containing words of the same grade as the reader. So the more practice he has outside of his daily lesson from his reader, the better will he be enabled to read outside matter. The first step toward being instructed, is to be pleased. Make the lesson a pleasant one, and the pupils will improve.

A *new* quartette of maxims was never put together for one who is a disengaged, than Edward Everett Hale's "Four Good Rules."

"Look up, and not down.

Look forward, and not back.

Look out, and not in.

Lend a hand."

Occupation for Young Children in School.

NO IV.—BLOCK EXERCISES.

By ANNA JOHNSON.

Form.—The teacher may provide herself with a box of forms, and each child with a bag, containing eight small cubes and one square prism. First, develop the idea of outside. Open the box of forms and ask where the blocks are; when the term inside has been given, close the box, and ask what part of the box they now see, or place the hands over the box touching all parts of it, and ask what part is touched. When the term outside has been given, give the statement—"the outside of any thing is called the surface." Have the children touch the surface of their blocks, slate, black-boards, desks, etc.

Present a ball and marble. Ask one child to roll the ball, another the marble; then ask some one to roll a block. Ask why the block cannot be rolled like the ball and marble. If they fail to give the term, ask some one to draw the ball on the board, another the block. Ask what lines were used in each. If the ball has a curved line, what shall we say of its surface? What could we do with the ball that we could not do with the blocks? State—"a surface that will roll is called a curved surface." Let the children find all the curved surfaces among the forms.

Ask the children to touch one part of the surface of their blocks, another, and another; see how many parts they can find. State—"a part of the surface is called a face." How many faces have the blocks?—the books?—the slate? etc. Compare the face of the cubes with the cone, marble, ball, etc. State—"some faces are plain and some are curved." What kind of a face has the slate?—the door-knob?—the cup?—the globe?—the egg?—the desk?

What is the shape of the face of the cube?—of the prisms? Their previous lessons will have prepared them to answer. They will distinguish the square, oblong, triangle, and circle. Have them select all the square faces, then the oblong and triangular. Ask them to touch the place where the faces meet. Refer to the edge of the desk, table, and chair. State—"the place where the faces meet is called the edge." Compare the straight and curved edges. State—"some edges are straight and some are curved." Let them find the two kinds of edges among the forms and the objects in the room. Ask them to find the place where the edges meet on their blocks and other objects. State—"the place where the edges meet is called the corner."

Next let them count on their cubes all the faces, edges and corners, and give the term cube. Be particular to have them state the kinds of faces and edges, thus: "The cube has six plain square faces, twelve straight edges and eight corners."

Have them count the faces, edges, and corners of their prisms. What is the difference between the cube and prism? A square prism has four plain, oblong faces, two plain, square faces, twelve straight edges, and eight corners. Proceed in the same way with the other forms. This article represents a long series of lessons on form—one or two terms being sufficient for one lesson for young children.

Aside from the regular lessons on form, the blocks may be used in a variety of ways to instruct, amuse and keep the little fingers busy. One plan was suggested in the article on "Block Exercise" in the JOURNAL of Jan. 15. The ordinals may also be taught with the blocks. Have the children build steps; the teacher or the child may point to one step. Ask which step is touched. Have them point to different ones and tell which one. Then have them count—first, second, third, etc. When left to themselves they will devise various objects to build, crosses, chairs, tables, posts, etc.

How to Succeed.—A gentleman who had risen to great wealth was very poor when he was a boy. When asked how he had obtained his fortune, he replied: "My father taught me never to play till my work was finished, and never to spend money till I had earned it. If I had but half an hour's work to do in a day, I must do that the first thing, and in the half hour. And after that I was allowed to play; I could then play with much more pleasure than if I had the thought of an unfinished task before my mind. I had thus early formed the habit of doing everything in its turn, and it soon became perfectly easy to do so. It is to this habit I owe my prosperity."

For the SCHOOL JOURNAL.

Talks With Young Children.

THE SHAPES OF FLOWERS.

Flowers are of all shapes and yet all are shaped beautifully. Some are like stars; you can see the rays—such are the daisies, the China-asters and the marigolds. Some are cup-shaped, some trumpet-shaped and some have very queer shapes, as the fuchsia or ladies ear drops, and then there is the lady slipper.

I shall give you the names of some of the star shaped flowers. The daisy is known by all. This means the *day's eye*, that is, it is the eye of the early day. This is a poet's name for the flower. The China-aster, admired so much in China; the Dahlia, named after Mr. Dahl; the Zinnia, which has all colors; the marigold; the dandelion and the thistle and the asters so common in the autumn, are all star-shaped. There are many others, but these all have seen.

Next let us look up the cup-shaped flowers. The tulip has many varieties. Nearly all we have come from Holland. The Dutch are great lovers of tulips, the rich there have gardens full of them. They come early in the spring. The hyacinth, the white day-lily, the lily-of-the-valley, the tiger-lily are all of this kind. Then there are those whose cup is not so deep, such as the crowfoot, or buttercup. This flower is always yellow. The fields are full of them in the spring and they look charming.

The trumpet shaped flowers are not so common yet some have seen them. There are some shaped like a funnel or tunnel as most people call it. The morning glory is one of these.

The rose is said to be the most beautiful of all flowers. There are many flowers shaped like a rose. There are the cherry, the peach, plum, apple, pear and strawberry. But the rose excels them all in beauty and perfume. There are wild roses, found by the roadside; damask roses, brought from Palestine; Bengal, brought from India or China; the yellow rose brought from Austria. In some countries they raise roses in great quantities and distil the oil for perfumery.

Flowers have a manner of holding themselves. See the violet and the fuchsia one hangs its head, from modesty, the other cannot hold up its head at all. There are others that are always erect.

Let us study the flowers as we see them. The poets look at them and write about them. One says: "Not asleep are ye flowers though made for pleasure, Blooming in field and wood by day and night old and From every source your presence bids me treasure, Harmless delight."

For the SCHOOL JOURNAL.

Lessons in Geometry.

It is a common, but erroneous conception of the province of Geometry that it must not be taught until the high school is reached. In fact, it was but a few years since reserved wholly for the college. One evidence of educational progress is, that Geometry has descended from this pinnacle, and is accessible to the pupil in the primary school. The Kindergarten largely employs practical geometry. Lines and forms attract the pupil early in life, he spends much of his time in investigating them, hence he needs instruction concerning them; but more than this, his mental powers will be developed by exercising them on geometrical truths.

It is a curious fact that geometry may be made interesting and profitable to children who cannot even read. It is because it is presented wholly in a visible manner; such is the method of the Kindergarten. The practical truths of geometry should precede the theoretical, just as arithmetic precedes algebra. And it is safe to predict that the time will come when practical geometry will be taught to the children of the primary schools.

Its advantages are numerous. (1) It introduces many terms that should be clearly comprehended and impresses them on the memory. It educates the eye to accuracy. It educates the hand to draw. It educates the judgment to compare. If properly presented, it educates the power to invent. The pupil should have a pencil, a foot rule divided into inches, and the inches divided into eighths or sixteenths, and a plain compass. The teacher should have a box of geometrical forms; (E. L. Kellogg & Co., N. Y., furnish them in boxes); he needs a blackboard and pointer and a pair of wooden compasses to which a crayon may be attached. No text-book is needed; the teaching will be wholly oral.

Begin with the cube. Put it on the table where the class can see it and say. This is a cube; has it length? Has it breadth? Has it thickness? Which is its length? Which is its breadth? Which is its thickness? How many faces has it? How many lines has it? How many points? What makes the lines? (The coming together of the surfaces.) What makes the points? (The ends of the lines.)

I have drawn two lines meeting each other. Where they meet an angle is formed.

Now look at the cube and, tell me how many angles there are on one face. I put the ruler on the face or surface of the cube and it touches it all the way along if it is properly made. John may try it. James may try his ruler. We shall find the ruler to be very useful. But the edges must not be marred. They must be kept straight and smooth. I will now draw a line on the blackboard, and you may draw one your slate (or paper); you may use a rule; draw it four inches long, draw one three inches long underneath the first; draw one two and one half inches long underneath the second.

A—
B—
C—

Mark them A. B. C. How long is the line A? How long is the line B? How long is C? I kept the line B at an equal distance from A all the way along. Did you keep your line B an equal distance from A all the way along? Did you keep C at an equal distance from B all the way along? Lines at an equal distance are parallel. Draw a line D parallel to C. Draw a line E parallel to D.

These lines, (pointing,) are parallel to the top of the blackboard. Such lines are called horizontal lines. Point out some more horizontal lines. Window sill. Yes. Bottom of door. Yes. The Table. Yes. The desk. You will see a great many such lines. When the mason lays the bricks he is very careful to have the top and bottom line horizontal. Look at the wall and see. Suppose I put the dish down thus (one edge higher than the other,) it is not so steady. I must have the top and bottom horizontal.

But look now at the sides of the blackboard—those lines run up and down; are called perpendicular lines. I will point out some lines and you may say "horizontal," when I point out a level line and "perpendicular" when I point out an up-and-down line. (The teacher points to the door, window, etc., until the lessons are clearly fixed.) Now I will draw a perpendicular line on the blackboard. You may draw with a ruler on your slate a perpendicular line four inches long and mark it F. You may now draw one three inches long and parallel to F and mark it G. Draw one two and a half inches long, parallel to G and mark it H.

F G H. What kind of a line is F? (It is a perpendicular line.) What kind of a line is G? What kind of a line is H? How is G situated with reference to F? How is H situated with reference to G?

What is the difference between A and F? Between B and G? Between C and H?

Lessons in Magnetism.

Let the teacher obtain a horseshoe magnet and a small compass not covered with glass. This latter is easily made. A few tacks, a few needles, a few steel and iron filings in boxes are needed also. The knife blade may be easily made into a magnet. Put the north pole of the horseshoe magnet at the middle of the blade and draw it towards the point. Put the south pole at the middle and draw it towards the handle. Do this on both sides.

1. Take first the horseshoe magnet. Apply each pole of the magnet to a tack or needle, they attract alike. Make the experiment by suspending by a loose untwisted fiber of silk (use a little wax to attach the needle to the silk), one of the needles as nearly balanced as possible, and bring the magnet near. You will observe the same effect—each pole of the magnet exerting an indiscriminate attractive power over both ends of the suspended needle.

2. Take the needle and pass the north pole of the magnet over it a few times from end to end, drawing it over the needle from the point toward the eye. Again suspend it and bring the magnet near it. The north pole of magnet attracts the eye of the needle and repels the point, and its south pole attracts the point and repels the eye.

3. Remove the magnet. See that your needle is care-

fully balanced, so that it may swing freely in any direction. Its oscillations become less and less, till it finally settles nearly north and south, with its point to the north. Reverse it and it swings back to the same position. It has been made into a compass.

4. Take another needle, pass the pole of the magnet in an opposite direction—from the eye toward the point. Suspend it and bring the magnet near, and you find the result of your first experiment reversed; each pole of the magnet repelling where it before attracted and attracting where it before repelled. The needle settles into position as before, but with its eye to the north.

5. Again, magnetizing another needle with the south pole of the magnet, drawing it over the needle as in the first experiment, and you obtain attraction where there was first repulsion, and repulsion where there was first attraction. Remove all local attraction, and it settles with its eye to the north.

6. Take one of the needles and pass the end of the magnet which you first used in magnetizing it over it in an opposite direction, and you will find its polarity reversed; or, take the opposite pole of the magnet and pass it over it in the same direction, and its polarity will be reversed.

7. Approach one of the magnetized needles to the others, you will notice repulsion between like poles, and attraction between unlike poles—north attracting south and repelling north, and south attracting north and repelling south.

8. Take a knitting needle and suspend it as you suspended the needles before, and balance it as perfectly as possible. After you magnetize it you will notice a very decided dip or inclination of its north pole to the earth, but experiments, a thousand times repeated, show a greater dip or inclination of the needle as we proceed north, and as we go south, less and less dip; not far from the earth's equator, none whatever; beyond an inclination of the needle's south pole to the earth, increasing gradually as we continue farther south.

9. If you take a rod of soft iron—a fire-poker—and apply either end to a magnetized needle, you will notice that its ends are attracted indiscriminately by each end of the rod. If you place it at right angles to the length of the needle, pointing toward its centre, the needle will not rotate. Now place your rod in a (somewhat) vertical position, inclining the lower end to the north. Bring the compass near its lower end. The rod has acquired a powerful attraction, for the south pole of the needle turns suddenly to it. Raise it slowly along the side of the rod and you notice by the shifting of the needle that the magnetism of the rod apparently decreases as you recede from the end. At the middle it ceases to attract. Raise the needle farther and notice its gradual reversal. Before you reach the top of the rod, it has swung round with its point toward the rod, to which it is vigorously attracted. It thus appears that the position of the rod made it a magnet with its north pole towards the earth and its south pole opposite.

10. Reverse the rod, end for end, and bring the needle again near it. You will observe that in reversing the rod you have changed its magnetism. The end towards the earth attracts the eye of the needle; the opposite end attracts its point.

Resting the lower end of the rod on the floor, with the compass in close proximity, incline the upper end in different directions, north, south, east, west and at various angles, all the way between a horizontal and vertical position, and its varying attractive power, according to the direction and extent of its inclination.

When you withdraw the rod, if you will place it in a horizontal position, your compass will show you that it has parted with its polarity, for its influence is precisely that shown in your first experiment with it. Now apply either end of the rod to some fine iron or steel filings. It has no attraction. Replace it in its inclined position in contact with the filings and you will notice some of the filings adhering to it. Change its position and they drop off, thus affording another illustration of the temporary magnetism which position induces in the rod.

Incline the rod to the earth and bring the needle near its lower end as before. Strike the rod a ringing blow with a hammer; of course the south pole swings toward the rod; the position of the needle is unchanged. Reverse the rod and the north pole of the needle swings round to it. Strike the rod another blow with the hammer; quick as thought the needle whirls its south pole to the rod. Reverse the rod and once more the north pole of the needle swings to it, and the south pole again turns to it. Let us

see what has happened. The rod in position, as you know, was a temporary magnet. The blow with the hammer violently agitated it and caused it to receive permanent magnetism. When you reversed it, turning what had been its south pole down, it still remained its south pole and consequently attracted the north end of the needle. When you again struck it—the ends being reversed—you at once destroyed and reversed its magnetism, as the rapid sweep of the needle indicated.

11. Dip the knitting needle in fine iron or steel filings; a bunch clings to each end, a few adhere to it some inches from the ends, fewer nearer the middle, while none cling to the middle. Break it at the middle. Are the broken ends neutral? Apply your needle as before, and you find they have strong polarity. You have two perfect magnets. The same tests you used before, you apply to each of them with like results. Again divide them, and so continue to do till from the minuteness of the particles further division becomes a physical impossibility, and you have with each division all the properties of a perfect magnet. You may continue the division in imagination without limit, and there is no reason to infer any deviation from the results we have observed.

12. A marked difference exists between iron and steel in their adaptability to become permanently magnetic. A piece of soft iron receives and loses its magnetism easily. The magnetism of hardened steel is not impaired by time. Yet you will find that intense heat will divest steel of its magnetism.

13. Take first the horse-shoe magnet, lay it horizontally on the table and place over it a pane of glass or sheet of paper. Sprinkle the glass or paper (through a sieve to insure uniform distribution) with fine iron or steel filings. Observe the lines in which they seek to adjust themselves to the magnet. Lightly tap the glass or paper in order that these minute filings may come into position readily. These lines or radiations toward the magnet, which the filings have assumed, indicate the [magnetic lines of force, or the direction in which the attraction is exerted.

Energy of Character.

FOR DECLAMATION.

"It is impossible!" said one of Napoleon's officers, in reply to his great commander's description of a plan for a vast enterprise. "Impossible!" cried the emperor, "impossible is the adjective of fools!" This was characteristic of Napoleon. Every young man who hopes to be triumphant, must possess energy, the energy that commands success; he must believe in his power to accomplish results. Energy is force of character, inward power. It enables the individual to march over the gigantic barriers. Energy knows nothing but success; it never yields its purpose.

The hero of Longfellow's "Excelsior" is a young man seeking genuine excellence; proving himself superior to the love of ease, the blandishments of passion, and the sternest difficulties. You behold him ascending the rugged steeps of the Alps at the hour of twilight. In his hand he bears a banner, whose strange device, "Excelsior," is the visible expression of his purpose to attain the height of human excellence.

His brow is sad; his eyes are gleaming with the light of lofty thought; his step is firm and elastic; while his deep, earnest cry, "Excelsior!" rings with startling effect among the surrounding crags and glaciers. Ease, in the form of an enchanting cottage with its cheerful fireside, invites him to relax his effort. Danger frowns upon him from the blow of the awful avalanche, and from the "pine-tree's withered branch." Caution, in the person of an aged Alpine peasant, shouts in his ear and bids him beware; while love in the form of a gentle maiden with witching voice, woos him to her quiet bower.

But vain are the seductions of love, the voice of fear, or aspects of danger. Regardless of each and of all, animated by his sublime aims, intent on success, he only grasps his mysterious banner more firmly, and bounds with swifter step along the dangerous steep. Through falling snows, along unseen paths, amid intense darkness, beside the most horrible chasms, he pursues his way cheering his spirit, and startling the ear of night with his battle-cry, "Excelsior!" Whoever would attain to eminence must have energy. Lazy souls faint before hostile circumstances, and sink beneath their opportunity.

In Wyoming women are allowed to vote.

Things to Tell the Scholars.

QUEEN VICTORIA'S NAME.—If all the Queen's titles were swept from the throne, Victoria would be simply Mrs. Weston.

BUILDINGS IN NEW YORK.—In 1880, New York City spent \$24,000,000 on new buildings, twice as much as in 1877.

THE JAPANESE never applaud or waste a smile upon the Wittiest joke at their theatres: they squat on their mats and look on absorbed. On the Tokio stage lively modern pieces have been selected, but still they do not laugh. "A Tour Around the World in Eighty Days," is a piece that meets with much favor.

A KNOWING DOG.—An English lady owned a little black-and-white King Charles, and as he was one day lying on a rug in the drawing-room, the master came in, having just paid its tax. He said, "I have just paid that dog's tax," and looking at it with a severe expression added, "and he's not worth his tax." The little dog immediately got up, and, with a crest-fallen appearance, put its tail between its legs and left the room. It was never seen afterward, nor was it ever heard of again, although inquiries were made at the time in every direction.

PHOSPHORUS.—It is now about two hundred years since phosphorus was first obtained by Brand, of Hamburg. Krafts, an eminent philosopher of the day, bought the secret of Brand, giving him three hundred dollars for it. Krafts then traveled, and visited nearly all the courts of Europe and gave exhibitions, astounding everybody. It is a curious substance, it resembles beeswax, but it is more transparent, approaching the color of amber. Its name, which is derived from the Greek, signifies "light-bearer," and is indicative of its most distinguishing quality, being self-luminous. Phosphorus, when exposed to the air, shines like a star, giving out a beautiful lambent, greenish light. The origin of phosphorus is the most singular fact concerning it. Phosphorus is of animal origin. Of all animals man yields the most; and of the various parts of the body the brain yields, by analysis, more phosphorus than any other. The most intellectual beings contain the most phosphorus.

ANCIENT DENTISTRY.—It may be safely asserted that the ancients certainly cleaned their teeth and used tooth powder. If the necessary attention were given, relics would be found in the graves of the women. The word odontotrimma, the tooth-scouring stuff, or tooth powder, is found in ancient Greek, and in the Greek pharmacopoeia is applied to tooth powder. It is interesting to find that the ancients had made some advance in dentistry. A gentleman occupied himself in collecting ancient Hellenic skulls, wishing to show that they did not differ in shape from those now carried in Greece. Among several hundred of these skulls, some perhaps 2,000 years old, he found two with "stopped" teeth. One was filled with a mass as hard as stone, which, on analysis, proved to be hydraulic lime, made from volcanic ash, Santorin earth and lime. Marvelous as it may seem, the hollow of one tooth in the other skull had been filled with gold thread or gold-leaf. The metal used was pure.

AN INCIDENT IN SCHOOL.—The teacher had threatened to punish with six blows of a heavy ferule the first boy detected in whispering, and appointed detectives. Shortly after, one of them shouted, "Master, John Zigler is whispering. John, who was a favorite both with his teacher and his school-mates, was called up and asked if this were true.

"Yes," answered John, "I was not aware what I was about. I was intent on working out a sum, and requested the boy who sat next to hand me an arithmetic that contained the rule which I wished to see."

The teacher regretted his hasty threat, but told John that he could not suffer him to whisper, or escape the punishment; and continued, "I wish I could avoid it, but cannot without a forfeiture of my word. 'I will,' he continued, 'leave it to any three scholars you may choose, to say whether or not I omit the punishment.'

John said he would agree to that, and immediately called out three boys. The teacher told them to return a verdict, which they soon did, after consultation, as follows: "The master's word must be kept inviolate. John must receive the threatened six blows of the ferule, but it must be inflicted on voluntary proxies, and we the arbitrators will share the punishment by receiving each of us two of the blows."

John, who had listened to the verdict, stepped up to the

teacher and, with outstretched hand, exclaimed, "Teacher, here is my hand; they shan't be struck a blow. I will receive the punishment."

A CHINAMAN'S LOVE OF PRISON LIFE.—A short time ago a Chinaman was released from the Carson City State prison after serving three years for an assault with intent to kill. He was given \$25 and a new suit of clothes, and directed to shift for himself. A few days after the same man knocked at the gate, and, when it was opened, he thrust \$22.50 into the keeper's hands for safe keeping. It was almost dark, and he begged to be allowed to sleep in his old quarters over night. He was allowed to take up his abode in a wood-shed, and next morning when the roll was called, his number (39) was skipped. When 40 was called a man sprang from the line, dressed in prison garb, and called out, "You no catchee 39!" It was the discharged Chinaman. He had found his old striped clothes at the wash-house and put them on. His civilian suit he had hidden away. He was told that he would have to go, but he begged to be kept, urging that his conduct had been so good that he ought not to be turned away. "You send me out. I kill somebody and come back. You sabe. Me stay no killee, no stenlee, no cut'un hatchet."

The Obelisk.

The strange marks on the sides of the obelisk have been translated by Dr. Heinrich B. Bey. The obelisk was made by order of Thotmes III., who reigned sixteen centuries B. C., as an offering of thanks to the sun god in the temple at On for his victories in Central Africa and Mesopotamia. had an inscription put in the middle of each of the four faces of the obelisk. About three centuries after this, Ramses II. (Rameses) or Seostris, as he was often called. He had inscriptions engraved on each side of the place occupied by Thotmes. About 933 B. C. Usorkon had his titles inscribed on three sides of the obelisk, still nearer the edge.

Of Thotmes the inscription says (after giving his titles), "who beat the kings of foreign nations who were numbered by hundreds of thousands." Of Ramses the inscription declares, "Who with his own arms performed great deeds, also a handsome and kind-hearted youth." "May he live." The sun was ardently worshipped, it appears, for the latter king was called "the chosen one of the sun," also the "son of the sun"; "the reflected splendor of the god Tum" (that is the sun).

The city of On, often spoken of in the Bible, was of great importance. The modern village of Malarieh is near the spot where this ancient city was situated. Here was situated the great sun temple, and the approaches to it were adorned with numerous obelisks, only three of which remain—one still in On (this is often called Heliopolis) called the obelisk of Usortasan I., one in London and the one in New York. The last two were erected by one person, Thotmes III. The one obelisk of Usortasan was erected twenty-five centuries B. C.

The Egyptians dedicated a vast number of obelisks, especially to the sun; in On the sun was worshipped under the name of Tum and Ra. They were cut out of a quarry in the town of Assonan (anciently called Syene,) which was on the boundary between Egypt and Nubia. The color is pink, and the substance is very enduring. An obelisk is still lying in the quarry unfinished and abandoned; it would have been the largest in the world. On granite blocks in the quarry are inscriptions giving the names of those who were superintendents of the works. They were usually court favorites. This obelisk begins its life in 1600 B. C., when Thotmes, the great conqueror, was subduing the surrounding nations. He held sway in Arabia, Libya and Asia. Egypt never was more powerful than during the reign of this Pharaoh. When Ramses II. (1300 B. C.) was Pharaoh Egypt had ceased to conquer; she had all she could do to defend herself; she was on the decline. When Usorkon I. (933 B. C.) had his titles put on the obelisk, Egypt was subject to Assyria. Six centuries after, Alexander came, conquered and founded Alexandria. Greek civilization flourished. Then the obelisks now in London and New York were taken to Alexandria; here the sea air defaced two sides and rendered the hieroglyphics illegible; they are now at the centers of a civilization the highest that has existed during the thirty-five centuries that have elapsed since they were received from the quarries at Syene.

JAMES CALLAHAN, of Des Moines, Iowa furnished the last \$12,000 required to pay off the debt of Cazenovia Seminary, Cazenovia, N. Y.

EDUCATIONAL NOTES

NEW YORK CITY.

The schools of the Children's Aid Society have each year improved in efficiency, owing to the constant labors of Mr. J. W. Skinner, the superintendent. He has introduced many of the Quincy methods and aroused a spirit of earnestness in doing a high class of work. Many of them will give as good an object lesson in leaves, or flowers, or animals, as can be heard in the country; all can show excellent writing books, and also button-hole making, or hemming and darning. Considering the necessarily irregular attendance of the children engaged in street trades or home duties, their vagabond and filthy condition, their many bad habits and poor physique, the teachers deserve the highest credit, for they are missionaries as well as teachers. They attempt to know every child's history and the exact condition of its family; they strive to break bad habits and plant new and good ones. Many have been at work from fifteen to twenty years.

During the past year two Kindergarten schools were kept in operation, and two creche. The average daily attendance in the industrial schools for the year has been 3,561; the total number of children taught amounted to 9,662. There are twenty-one day schools and eleven night schools in operation and eighty-nine teachers. The results of twelve years are remarkable. Let us see them.

Over 118,000 different scholars have attended the schools of the Children's Aid Society, and have been educated more or less, and better fitted to perform their duties as citizens and members of society. Over 10,500 children have been sent to the public schools. 2,800 truants have been brought in. About 7,500 have been sent to places of employment. They become servants, apprentices, clerks, factory hands and artists. It is often the case that they are compelled to work for their parents when it would be better for them to be in school. The penny savings' banks have had 1,060 depositors and have accumulated \$532.

Industrial Schools (21 day schools, 11 night schools):

Number of teachers employed	80
" on roll, boys 5,436, girls 4,226	9,662
Average daily attendance	3,561
The cost of the teaching (80 teachers) was	\$13,000
Transportation	132,000
Lodging houses, etc.	106,000
Given by State and city	101,000
" " contributors	110,000

ELSEWHERE.

SOUTH CAROLINA will hereafter devote her share of the Peabody fund to the training of teachers. The most of the amount will go by advice of the trustees of the fund to the normal instruction of colored teachers.

ILL.—The teachers of Green County meets once a month to engage in institute work. The meetings have been held at various points in the county, and have generally been well attended by the patrons of our schools as well as by the teachers.

MICHIGAN.—The State superintendent rules that teachers may, at their discretion, detain scholars for a reasonable time after the regular school hours for breaches of the rules of the school. A court in Iowa recently held that the teacher's authority ceased when the school is dismissed.

IOWA.—The Inter-High School Oratorical Association of Eastern Iowa takes place at Monticello, Friday evening, April 29th. The schools of Marengo, Iowa City, Monticello, Marshalltown, Independence, Cedar Falls, West Waterloo, Maquoketa, Manchester, Tama City, and Hamilton have already entered the lists.

In 1873, according to a declaration made by Colonel Millebrew in the Legislature of Tennessee, there were 83,651 votes in that State who could neither read or write. From the present indications, the forthcoming census report for 1880 will show little if any improvement, but what there is mainly found among the colored people. The ratio of illiterate whites seems to stand about where it did ten years ago.

YALE COLLEGE.—The Yale faculty gave the sophomore recently the following themes: 1. The Indians—What Shall be Done with Them? 2. The Fool's Errand—A Criticism. 3. Tom Moore's Lyrics. 4. De Quincey's Theory of Greek Tragedy. 5. General Robert E. Lee. 6. Christopher North and His Friends. 7. St. Paul. 8. Dr. Johnson's Influence on the Literature of His Day. 9. A Poem (original). 10. American Humor. 11. A True Ambition. 12. Physical and Mental Culture, or Harmonious Development.

A COMPULSORY education bill passed the Senate of the Illinois Legislature a few days ago, with very slight opposition, and is now in the House Committee on Education. It is believed that it will pass. Certain amendments are talked of; one, for example, to increase the number of weeks every year during which school attendance shall be required, and another to make the law operative from the time the child is 7 years of age until he has passed 14.

Ohio.—Antioch College, Yellow Springs, Ohio, which started out with such great promise in 1853, under the administration of Horace Mann, is about to be closed for want of support. Even that prince of educators could not maintain a college without funds. Since his death it has fared still worse, and now it is proposed to transfer its library, museum, and apparatus of all kinds to the Ohio State University of Columbus, and sell the site and buildings to the State for some kind of benevolent institution.

WISCONSIN.—The State Institute committee of Wisconsin, consisting of State Supt. Whitford, W. H. Chandler and W. E. Smith, have issued a circular for the teachers' institutes to be held during the year 1881. It contains an outline of the work in reading, arithmetic, writing, drawing, United States history and government, language, spelling, geography, theory and art of teaching and "general exercises," including under this latter "a series of tasks on good behavior; the care of the person; manners in conversation; manners in public audiences; manners on the street; manners of teachers and pupils in school."

NEW YORK AND BOSTON.—The following is a comparison of the attendance and expenses of the New York City and Boston Schools:

	New York.	Boston.
Primary pupils.....	70,321	20,898
Primary teachers' salaries...	\$1,033,089	\$385,534
Cost per pupil.....	15.00	18.45
Grammar pupils.....	42,273	27,378
Grammar teachers' salaries...	\$1,268,000	\$772,000
Cost per pupil.....	32.00	28.20
Total expenditure.....	3,415,822	1,512,368

CALIFORNIA.—It adds a new pang to the manifold woes of March in this part of the country to read of the changing weather in San Francisco. The *Bulletin* of February 23 says: "If one takes a ride into the country now on horseback, the larks will go before him in the morning, alighting on the fences and giving snatches of rollicking song. The young dandelions are out rich in golden hues, and are now about as large as \$20 pieces. Hyacinths are not yet gone, and the limes are just coming into bloom. Along the water-courses the willow, alder and soft maple are shaking out their tassels, and the saucy blackbird is swaying from the cat-tails and reeds of the marshes."

The Legislature has two bills referring to our Educational system.—One an Act to authorize the retirement of teachers in public schools of New York and Brooklyn. It allows the Boards of Education of the cities of New York and Brooklyn, by a two third vote to retire from active service any teacher who has been employed in the public schools for an aggregate period of twenty-five years, who applies to be retired, or who after such period of employment has become disabled from further service; if the disability is caused by sickness or accident incurred in the performance of his duty as teacher, he may be so retired after fifteen years. An annual allowance shall be given by the Board of Education at the time of retirement, not less in amount than one half of the salary received by the teacher at the time of his retirement. The other fixes the qualifications of School Commissioners. They must hold State or State Normal School certificates or College diplomas, and have had three years experience as teachers.

NEW JERSEY.—The report of the Trustees of the State Normal School contains the questions for promotion and graduation. There are in arithmetic, 10; do. advanced, 14; algebra 10; do. advanced 10; geometry 8; do. advanced 8; mineralogy 48; geology 10; chemistry, 10; natural philosophy 10; botany 45; physical geography 10; penmanship 10; book-keeping 10; rhetoric 10; English History 10; natural history 10; general do.; in all 253. There are also 18 questions in pedagogics by President Hasbrouck. These we append. It strikes us that the scholastic questions are out of proportion to those pertaining to the professional work.

1. What led you to prepare yourself for teaching?
2. What is your aim as a teacher?

3. What do you consider the physical, mental and moral qualifications necessary for the successful teacher?

4. What studies do you think ought to be pursued in the Common Schools of our State?

5. Name ten studies in the Normal School course that you think will be of the greatest benefit to you in your school work.

6. What modes of punishment would you use in the discipline of your school?

7. Would you give more attention to the study of language or mathematics?

8. Ought dress and mantua-making to be taught in our public schools?

9. If the trustees requested you to change the course of study in your school, would you do it?

10. Would you have public examinations in your school? If so, how many during the year?

11. What means would you employ to incite pupils to their utmost efforts in study?

12. Would you always tell the whole truth to parents as to the bad character of their children?

13. How much time out of regular school hours ought a teacher to give his school?

14. At what age would you have your pupils begin declamation and composition?

15. Ought children to pay any attention to composition before they have acquired some knowledge of English Grammar?

16. Ought the rules of etiquette proper to be observed in parlors on occasions of large parties, weddings, &c., to be taught to children in our public schools?

17. Ought vocal music to be taught in all our public schools?

18. Are men better adapted than women to be principals of large public graded schools in cities? If so, why?

HARVARD COLLEGE.—The graduates of Harvard College residing in New York City meet each year for a dinner, and President Elliot makes an address. This year he spoke as follows: "During the last ten years we have tried to make the degrees more and more significant. You know that the degree of A. B. in our country has no definite signification. You cannot tell what it means until you find out where it has been obtained. The word "college" has no definite signification in this country any more than it has in England or France. In Paris the highest institution is the University of France, while near to it is a college which receives boys of four years of age. In Harvard we mean that the degrees shall prove something; that they shall be evidence of attainment. During the last ten years we have opened the instruction at Cambridge to any person who seeks it. Suppose a young man knows Latin and wants to study Latin and nothing else; he is perfectly free to come to Harvard to study. If he wishes to study anything else he is perfectly free to come to Harvard; and the fees are at a very moderate figure. We have there a great body of instructors in constitutional law and history and international law. This instruction, I think, would occupy a man diligently studying it two years if he would give himself wholly to it. It is all in English except the subject of Roman law. To study all the rest English only is necessary. That instruction is perfectly open to any man who can afford to come to Harvard and take it; and I hope to make this fact known. And we have instituted another course—we are conducting the entrance examination to Harvard by textbook at New York, Philadelphia, Cincinnati, Chicago and San Francisco. Professor Goodwin is going out to San Francisco next June to conduct the examination there. And the motive of that is chiefly this: It carries the standard of our admission examination to the schools in many large cities. It enables a young man who lives in New York or San Francisco to have the same advantage as he who lives in Massachusetts. We propose to recognize the fact that this country is smaller than it was a hundred years ago; that it is a tenth part of the size that it was a hundred years ago. I can communicate with the parent in Chicago or San Francisco within an hour, and that could not be done a hundred years ago. And why do we wish to make the university a university of National resort. It is not that we want more students; we have about as many as we can manage now. We have this day 1,300 of them. It is to give the best education to the young American—the meeting and encountering of young men from all parts of the country. A Massachusetts man cannot give his son the best education if the institution contains only Massachusetts boys. We are en-

tirely persuaded of that fact and that the country is interested in it too. It is a great bond between the different sections of this country that the young men should come together from all parts of the land, and become acquainted with each other in their youth. We shouldn't see so many people taken from Ohio, for instance, for the offices in the gift of the Government if the appointing power had had a larger acquaintance with the people of the country.

"When I come to New York I am sometimes amazed at the tremendous activity and bustle and rush of this great commercial metropolis. To a recluse of Cambridge, thrown into such a scene as this city presents, it would seem that after all we are living in a corner, and that our work is insignificant. But then it comes over me to ask, what is all this running to and fro about? What are all these men trying to do? What is all this striving for? And I do not get at any more fundamental object in view than the making of happy homes and households; and I think that the education of children is a pretty fundamental object with all intelligent people. And when life is drawing to a close, and these activities are passing away, I observe that literature and science and art are the great consolers of mankind. I went to visit lately a couple of old gentlemen, now retired; they were both eminently successful in their respective callings, and I found both passing their declining years in the same way; both said that after breakfast they sit down to read, and then after taking a cracker for lunch they sit down to read, and then after dinner they sit down to read. Gentlemen, they were reading the books that the universities produce."

FOREIGN.

PORTUGAL.—A law of 1844, provides for gratuitous and obligatory education of all children between the age of 7 and 15, but the law has never been enforced. The number of children between the age of 6 and 13 is 615,949. The number of pupils of public schools is 141,466, and of private schools 56,665; total 198,131. The average attendance is 123,072. For the training of teachers Portugal has five normal schools.

LUXEMBURG.—Each commune must support the necessary number of schools, and all parents and guardians are compelled to send their children and wards to school from their 7th to their 12th year. Religious instruction makes part of the regular course of study. In nearly all communes the French and German languages are spoken in school. The school population is 26,094. The number of public schools is 669. The teaching corps consists of 375 males and 285 females.

HUNGARY.—The *Allgemeine Lehrerzeitung* Leipzig, Jan. 30, 1881, publishes the following item:

"Mr Trefort, the Hungarian Minister of Public Instruction, agrees with M. Von Puttkamer, the Minister of Public Instruction for Prussia. On being asked in the Hungarian Chambers why he opposed the organization of teachers' associations, Mr. Trefort replied that the more meetings teachers held the less they learned and the less they taught."

In December, 1874, the King of the Belgians began to offer yearly prize of 25,000 francs "for the encouragement of intellectual effort." The prize for the year 1881, which is open to the competition of citizens of all nations, will be awarded to "the best work on the means of improving ports established on low and sandy coasts, like those of Belgium." The conditions of the competition and award are as follows: Foreigners desire to compete will be required to send their works, either printed or in manuscript, to the Minister of the Interior at Brussels before March 31, 1881.

ITALY.—On the 9th of February the professors and students of the University of Rome were agreeably surprised by an unexpected visit from King Humbert. Entering unannounced, and attended by a single aide de-camp, the King went into the class-room of Signor Salandra, Professor of Political Economy, and, taking his seat on one of the student's benches, bade the lecturer continue, and remained until the end. Having complimented the professor and students, the King then went out, and in like manner listened to the conclusion of Prof. Laguna's lecture on comparative philology.

LONDON.—At a meeting of the School Board, Feb. 10, the Finance Committee presented the budget for the financial year 1881-82, which commences March 25. The estimates are as follows: \$200,115 for school maintenance, \$125,000 for additions and alterations, the same as the current year; \$118,640 for industrial schools. The total estimate amounts to \$436,243.50. The report added: "The causes

of the increased expenditure are as follows: For the ensuing year, to be ended March 25, 1882, it is estimated that there will be an average attendance of 224,014 children, at the estimated net cost for the current year of \$8.50 per child.

PRUSSIA.—The Berlin City Teachers' Seminary celebrated January 6th last the fiftieth anniversary of its establishment. During the fifty years of its existence it has trained 702 teachers. Of this number 671 are still engaged in the schools and 279 are in the elementary schools of Berlin. Only 31 of the 702 teachers have left the school for other occupations. The directors of the secondary schools receive, at Berlin, 6,600 marks (one mark twenty-five cents), in other cities from 4,500 to 6,000 marks. The average salary of the secondary school teachers is, at Berlin, 3,600 marks and in other cities 3,150 marks.

The twenty-fourth meeting of the General German Teachers' Association will be held at Carlsruhe June 7, 8 and 9. An exhibition of school appliances will be held in connection with the meeting.

The University of Freiburg has beside the four faculties—*theology, law, medicine and philosophy*,—fifty-nine professors and 605 students.

FRANCE.—A decree of the President of the French Republic of January 22d last prescribes the following course of instruction for all the normal schools in the country: Religion, moral and civil duties, reading, writing, language and the elements of French literature, history, especially modern history of France; geography, especially geography of France; arithmetic, the metric system: notions of algebra, notions of bookkeeping, geometry and surveying (for male students), notions of physical sciences, agriculture and domestic economy (for male students), horticulture, drawing, singing, gymnastics, needlework (for female students), pedagogy. The study of one or more foreign languages, as well as instrumental music, may be authorized by the school authorities. The number of school libraries is 20,781, with 2,326,300 volumes; the number of pedagogic libraries, 926, with 113,987 volumes; the number of school savings' banks, 10,261, with deposits amounting to 4,246,613 francs; the number of male normal schools 79, with 3,682 pupils, the number of female normal schools 22, with 696 pupils.

The total number of primary school teachers is 117,451, of whom 82,343 are in public schools and 35,108 in private schools. Of the 82,343 public teachers, 41,192 are male lay teachers, 6,581 male religious teachers, 15,493 female lay teachers, and 19,077 female religious teachers; of the 35,108 private school teachers, 2,578 are male lay teachers, 3,590 male religious teachers, 8,616 female lay teachers and 20,324 female religious teachers.

The total number of pupils attending primary schools is 4,869,087, of whom 3,982,802 are in public schools and 886,285 in private schools.

AUSTRALIA.—Vienna has several places of refuge for the destitute, called "warming rooms," where all persons who are in need, without distinction, are allowed to sit and make themselves comfortable, and are given soup, coffee, or tea, with bread, free of charge. No inquiries are made as to their character or calling. It is sufficient that they say they are cold and hungry. If they prefer it, they receive hot grog. Capacious stoves warm these places, benches run along the walls and newspapers are provided, but mainly on account of their advertisements of help wanted. The food and drink are given to each person twice every day, and at night those who need lodgings, which is not the case with all who apply for warmth and nutriment, are enabled to sleep there. The experiment has proved so satisfactory that another place of the same kind is about to be opened large enough to accommodate 800 persons. Since Dec. 6, 40,736 persons were assisted at these places with food, lodging, or otherwise, and between the 15th of December and Jan. 20 not a single instance of suicide traceable to poverty was reported, although self-murder for that cause was not infrequent before.

THE WAY TO REST.—To understand this is of more importance than to know how to work. The latter can be learned easily; the former it takes years to learn, and some people never learn the art of resting. It is simply a change of scenes and activities. Loafing may not be resting. Sitting down for days with nothing to do, is not restful. A change is needed to bring into play a different set of faculties and to turn the life into a new channel. The man who works hard finds his best rest is playing hard. The man who is burdened with care finds relief in something that is active, yet free from responsibility. Above all, keep good nature and don't abuse your best friend, the stomach.

LETTERS.

There is no mistake but what Supt. Gilmour has made a vital mistake, and it is freely conceded that he will go out of office at the end of his term with a damaged record. It is being felt all over the state, that his attempt to have a law made that would put the power into his hands to appoint the 250 teachers in the State Normal Schools, is an encroachment on the rights of the teachers. The result of the judicial decision was acquiesced in. (I now refer to the Cortland affair.) But when the attempt was made by him to go farther than he passed the bounds and now every leading educator is opposed to him. This was "putting his foot in it." It is remarkable how the tide of feeling has changed. All are massed against him. The bill has gone back to the Educational Committee and you may be sure it will not pass.

The Cortland Normal School Board sent in a petition for \$9,000 to pay Professor Hoose and his assistants. Of course this will be paid, but the question is asked "Ought Mr. Gilmour to have paid the other set of teachers?"

However, this bill for \$9,000 is one that will set the people to thinking. A member remarked to me to-day. "Why, the Albany Normal School has existed since 1844 without any trouble, and there was no trouble before Mr. Gilmour's time."

A good many teachers have been here within a week, and the friends of the schools are putting forth efforts to oppose this bill. *A. D. R.*

This is certainly a problem worthy of the best efforts of all to solve—why the teacher of children should not be intensely interested in his work; I did not mean to present my views, but some articles in the paper referring to the Sunday-school has induced me to take up the pen. I am in charge of a Sunday-school of some fourteen teachers, and every one of these teachers is interested in the attendance, deportment and improvement of his pupils; yes, I can add every one. We have teacher's meetings, we get up festivals, we have concerts, etc. If a pupil is sick he is at once called on. Now quite a number of these teachers are at work in the public schools of the town, and I am in a situation to know what they are doing. I must say that they are quite different beings. They do not attend (that is, most of them) meetings for lectures and discussions, they do not take educational papers, nor read educational books. They do not attempt to improve themselves very much. I have puzzled over this state of things, and am unable to solve it. In one case they are paid and in the other they are not paid. Does that make all the difference? Some time since, your paper suggested that the Sunday-school teacher should be paid; but I would object with all my might for fear that that would end their interest. *R. S. S.*

(It is a fact that teachers will take a Sunday-school paper—one that relates to a single hour's work on Sunday, but cannot be induced to take one that relates to thirty hour's work during the week days. That there are taken five fold more Sunday-school papers than educational is probably a fact. In some cases these papers are paid for out of a general fund produced by the contributions of the children! But the great general fact remains that there is a sublime want of interest in general culture manifested by the teachers. It is a painful fact—but facts are facts. We give up the solution.)

I am much interested in the JOURNAL, and especially in your continual plea for a higher standard on the part of teachers. I believe I can generally indorse what you say, and wish you would go a step further. Tell us how—how you would raise the standard. It is not enough to say that the teacher should have a good knowledge of the special subjects they are to teach; that they should attend a normal school, etc. It seems to me that the greatest lack is in the line of executive force or a knowledge of how to do things, if we overlook the intuitions of which none know too much.

To me your arguments appear to stop short of the whole truth. A knowledge of the common branches is easily acquired; many school boys and girls already know enough of arithmetic, geography, etc., to teach them, as the world goes; and I presume the average teacher in the rural districts gives the worth of his money. He receives say twelve or fifteen dollars a month, and boards around. Now the mistake is not altogether his that he is not a better teacher. The system that permits such things is at fault; it began in a mistake, and ends so. First, a teacher should

not board around. No intelligent person who values health—and who does not?—will risk the result of a constant change from warm to cold sleeping rooms, and the opposite. Second, no person should be obliged to sit at a table where he has Hobson's choice of one dish or none. Suppose he doesn't eat fish and happens to board with a Catholic family during Lent; or suppose the staple bread is made of corn meal or buckwheat, neither of which suits his taste. He is called "particular," "difficult," "squeamish," etc., and the children of such families are often taught, not only by example but by precept that he is not a fit guide for them. These conditions, added to the cold contracted by sleeping in damp beds and which lasts him all winter, do make him a blind leader. He has no spirit to improve himself, and is glad when a change comes.

Districts that pursue a plan like that outlined, and that pay low wages, cannot get normal graduates. It will not pay young men to fit for a business if they must serve such an apprenticeship. Better serve as lawyers' apprentices, retail salesmen, etc., or even learn mechanical trades. Where is the remedy? If you have hit it, I have not read the JOURNAL with sufficient care, and must re-read. Is there no balm in Gilead? *Q.*

New York.

In your last issue of the JOURNAL I noticed words of praise for the Hoboken teachers, but with them was a sneer at New Jersey. Let us look at New Jersey. The schools are overlooked by county superintendents who are appointed, not elected; and the fact that many of them have held office ever since the present system was inaugurated, fully proves that politics have had but little to do with their continuance in power, and it may indicate some ability on their part. New Jersey invites comparison with other States. Mark that!

Hoboken well deserves words of praise. There is not only a well selected and increasing pedagogical library, a well attended Saturday normal school, frequent pedagogical lectures and a teachers' association, but schools of a high standard, back of which are principals enthusiastic in their calling and working harmoniously together. What they have accomplished has been done *without superintendence*, remember.

Still further back we find President Munson of the Board of Education sympathizing with the teachers and encouraging them. We find him at the association meetings and at the Normal School, and "strange as it may seem," generally with an educational paper sticking out of his pocket, —and that the School JOURNAL. I object to sneers at New Jersey schools. *JERSEYMAN.*

The point is well taken. The Hoboken teachers have good reason to be proud and we are proud of them. We know of their good works, which "Jerseyman" has so well set forth. We only wish that other towns would catch the Hoboken fever. And another thing must be admitted. Take two counties, one in New Jersey and one in New York, side by side, and the best schools are in New Jersey; higher wages are paid and more interest exhibited. The system of appointing of county superintendents is better than electing them.)

In the 8th number of your valuable journal, I noticed a letter from your correspondent "D. D. B." in which he calls attention to a property of the number 11, which he has not seen" in the books.

I think it well if he will refer to Thomson's "New Practical Arithmetic," published in 1872, he will find a statement of this curious property on p. 84. Also in "Thomson's Higher Arithmetic," published in 1849. While "D. D. B." may be entitled to the discovery in his own mind, he was evidently not the *first* discoverer; another proof that mathematical minds often run in same channel. *M. G.*

THE ENGLISH OF SUPERINTENDENTS' REPORTS.

Whether School Superintendents should be able to write good English is a question worth considering. Brooklyn has been debating it for some time. It seems that a series of articles had appeared in the *Eagle* during 1890, criticizing the English of the official documents of the City Superintendent of Schools, and especially that of his latest annual report. One of these criticisms was reprinted as a circular and sent to teachers and to the Board of Education. The Superintendent thereupon selected a number of editorial articles that had appeared in the *Eagle* eight years ago, prepared them in pamphlet form, and sent them to the teachers and to the Board of Education. Of course, these articles were favorable or be

would not have reprinted them. But what have the opinions uttered eight years ago to do with criticism of reports issued last year?

Now, the only way to test the pudding is to eat it. Let us, therefore, see if the criticism of the *Eagle's* correspondent are just or not, beginning with his annual report for the year 1874.

In this we find the Superintendent referring to his examinations, and he says: Of "graduates of our own and of other schools" want of exactness in statement—a fault almost fatal to efficiency in a teacher—is another common defect. Language is used that indicates an obscure notion of the subject floating around in the brain of the applicant, but so crude, chaotic and vague as to be slightly raised above absolute ignorance."

There is no desire to detract one iota from the value of this discovery of "common defect." But clearness of statement ought to begin at the fountain head and issue forth in a stream so pure, sparkling and seductive that the little rills of muddiness might be lured on to join its limpid waters and be purified. But is clearness of statement a characteristic of the Superintendent's writings? Let his own language answer the question.

On page 15 of the report already mentioned, is the following: "Among the uncontested beneficial results conferred by general education, it has grown to be a mooted question whether the training of large numbers for an occupation in which but few can succeed, should be ranked unquestioned."

It would puzzle a philosopher to catch a glimpse of the "obscure notion of the subject floating around in the brain of the Superintendent when he penned that sentence!"

Again, on page 17, he says: "Not a few have shortened the period of incubation of some insidious disease, or laid the foundation of fatal organic changes by overtaxing their energies, in the tuition of Evening Schools. The selection of teachers for that study should be made from the strong and vigorous, as well as the experienced and skillful?"

More "obscure notions floating around in his mind."

What "study" does he mean by "that study"? Perhaps it was the study of that "insidious disease."

Page 11, "When the committee is earnest and intelligent in the appointment of only the best, but is limited by preference or principle to selection from pupils of the graduating class, it is still not unfrequent that sentiments otherwise honorable mar the efficiency of judgment." Clearness of statement and purity of grammar seem to be lacking.

On the 14th page of the same report the educational public are treated to the following intellectual feast: "Experience of its errors compels me to dissent from the practice of co-education of the sexes in classes, which has been permitted in so many of our schools. It had its origin in a sentimental caprice which required but little practical experience to refute all the specious arguments in its favor."

What is this "which" that required only a little practical experience to refute, etc. Evidently it stands for the noun "caprice."

A caprice is a notion. Then, a sentimental notion can be educated into such practical experience as to refute all arguments in favor of its former self. Nonsense! And yet this report is the one mentioned in the editorial comments of the *Eagle*, which comments the Superintendent cites as proof of his own literary ability.

On page 17, occurs the following brilliant passage: "The year 1873 has not been without its meed of progress in the construction of school buildings. After all the great and doubtless necessary importance attached to intellectual accomplishments have been granted, there are certain mechanical appliances which, if not indispensable to tuition, certainly add vastly to its results." "Importance have been granted" will do.

Page 33:—"The multiplication of the supplementary classes beyond the actual needs should be checked as tending to lessen its standard."

For what does "its" stand?

Page 40:—I also recommend that the course of study be so amended as that every class in the primary department shall have two reading exercises in each day of not less than half an hour each, and instruction in writing for three quarters of an hour on every school day. To make this as effective as possible, a single teacher in each department, who has special fitness for that class of instruction, should have a charge of it for all the classes."

What class of instruction is here meant? Two kinds of instruction are mentioned in the quotation—instruction

in reading and in writing. Why, then, say that class of instruction? Is a special teacher meant for writing only, or for both writing and reading? Who can tell? Again, why should there be "two reading exercises in each day of not less than half an hour each," and "instruction in writing for three quarters of an hour on every school day?" Perhaps it was preferred in the former case because the "day" was "not less than half an hour long."

The "new manual" was favorably noticed by the *Eagle*, it is true, yet it abounds in equally loose statements and questionable English; but lack of space forbids further quotations. It is a weak point in our school system that through politics teachers are placed under the control of men whose writings show them to be totally unfit for the positions the occupy; and in this respect Brooklyn cannot be considered singular.

Although not a subscriber to your paper, I am a reader of it. I see frequent reference to the "Quincy system" in its pages. Can you tell me whether that system has been adopted by any of the schools in Ohio, and if it has been, where?

M. D. B.

(The "Quincy System," so called like every thing else that originates in the effort for a higher and nobler condition of things, can only be learned by going to Quincy and studying and practicing the method under the direction of a Quincy teacher. It is as true of this as of the Kindergarten. Books cannot do it, lectures cannot do it. Col. Parker has left Quincy and is now in Boston; and this will have a serious effect on the movement. For Boston is large, heavy, doubtful, and self satisfied. It will take a long time to produce in the Boston schools what could be effected in a short period in a smaller field.—ED.)

EDUCATIONAL MISCELLANY.

Heralds of Spring.

Flying on, flying on, come the birds on the wing,
From the sweet, sunny isle of the southern sea;
And they herald the coming of beautiful spring;
So the songs that they sing are dear unto me.

Springing up, springing up, comes the grass o'er the land,
And the flowers of the garden, the field and the plain,
And they herald the coming of spring-time at hand;
So I joyfully welcome the blossoms again.

Dancing on, dancing on, go the brooks to the sea;
And they sparkle and they laugh as they flow along;
And they herald the coming of spring-time to me;
So I joyfully join in their jubilant song.

Bursting forth, bursting forth are the buds in the wood;
Soon a green, leafy shade o'er the trees they'll bring;
And they herald the days that to me are so good.
All the world welcomes thee, oh! beautiful spring.

Discontent.

It is one of the remarkable features of the times that, although the wages of teachers are far in advance of what they were, discontent is on the increase. And well it may be! We have earnestly asked the teachers to unite, to organize, and fix requirements that shall bar out those who want, as they put it, "to teach until they can scare up something else to do." The *Youth's Companion* says:

"There appears to be at present a general discontent among the teachers of this country. So, at least, we infer from the tone of communications published in the educational journals. The other day we made a list of the complaints contained in about a dozen of these periodicals. It is not necessary to mention the chronic complaint of insufficient income, because that is common to the whole human race. We have met with all sorts of people in our pilgrimage through this vale of tears; but we have rarely encountered any one who had quite money enough. Passing this by, we find our teachers complaining of the following things:

"1. Their profession, they say, has no prizes. A soldier can win promotion, as well as glory, and can come at last to be one of the chief personages of his country. A man of business can acquire wealth and surround his family with elegance and safety. An author can make a 'hit' and soar at once into fame and fortune. For the teacher there is no issue, no outlet, no reward. For the few prizes which the profession might claim, the presidents of colleges, even these are almost always bestowed upon members of another profession.

"2. The teacher has no hold upon his place, and can

acquire none, no matter if he is the best teacher in the universe. He is no better off in this respect than a politician, who may at any moment and without a moment's previous notice, receive a note in a yellow envelope, turning him out of a place he has held twenty years.

"3. The teacher is compelled to obey his inferiors. The average member of a school committee, say our educational journals, is not equal in knowledge and capacity to the average teacher.

"This assertion might be questioned; but, probably, the average school committee does not know as much about teaching as the teachers whom they elect, direct and dismiss.

"4. Holding his place at the mercy of the school committee, the teacher cannot speak his mind freely even on subjects relating to the management of the school. He must please, he must flatter them by acquiescence. He can be sincere, direct and wise, only at the risk of his position.

"5. He has no standing in the community. Or, as one of our journals has it, "In a small village he is a man of some importance, but in a large city the teacher has virtually no social standing."

"These are the principal complaints, and there is some cause for them, except, perhaps, the last. If there is any circle in any city where a good teacher would not be held in honor both for his own and for his profession's sake, the discredit belongs to the circle, not the teacher. Our great lack is a better organization of the whole teaching service, so as to keep out the incompetent, and to enable the competent to gain due promotion and reasonable emolument. Either this will be done, or the common school system will gradually decline in efficiency.

"In an ideal State, teachers would constitute an order of nobility and would consist of the very choice of the inhabitants. The chief business of each generation is to rear and educate the next, and civilization progresses when the best of the present generation does the greater part of the work for the next. How to bring the best minds to bear upon the mass of mind—that is the sublime problem of republican statesmanship. So many of our readers expect to become teachers that they may as well begin to think of these things."

Educated Skilled Labor.

One of the wants of the country at the present time is educated skilled labor; and to meet this demand our boys and young men need a different training, not only in our schools but at home.

We are not one of those who would put all the blame on our schools for a defective system of education; but are rather of the opinion that the real trouble lies at the doors, to a great extent, of misguided parents, whose only aim in educating their boys (and often at a great sacrifice to themselves) seems to be that their sons may have the means of succeeding in life in some apparently easier way than by manual labor. The result is, that by far the greater number of our boys receiving a so-called liberal education, enter upon clerical duties, or are pushed into mercantile or professional pursuits, with little or no natural ability for such a life; and the consequence is that many scarcely attain mediocrity, the greater number utterly fail, and only the few succeed.

Parents and guardians, on the other hand, should, in the home training of their boys, inculcate practical views of life, and instil into their minds that the great idea of education is not only to cultivate the mind and heart, but that it is the means of dignifying and enabling manual labor. "Elbow grease" and brains are the great levers that move the world. If our boys, upon entering the shop or mill, would only realize the fact that hand and mind should be educated alike in the particular handicraft pursued, they would seldom fail of achieving the highest success. No better representative of American progress can be found than an intelligent and skilled mechanic. We would earnestly recommend to all young men entering the shop or factory, if they have neglected it, to get a fair English education, and there is no excuse for any one not obtaining this in our country if he has the desire and ambition to do so; then let each get a good book, containing information on his particular handicraft (and there are many such published), and read and study it thoroughly and you will thus not only be storing your mind with useful information in reference to your business, but will at the same time be forming a taste for correct reading, which will prove a complete antidote to the craving for

the cheap and pernicious literature which, when it is once acquired in youth, blunts the intellect, poisons the mind and gives false views of life and its duties and responsibilities. Also, while learning your trade, take lessons and acquire a knowledge of the principles of free-hand mechanical drawing, and during your apprenticeship neglect no opportunity of becoming thoroughly familiar with the nature of the materials used in your business.—*Enterprise Trade Review*.

Our Schools.

By PROF. B. F. TWEED, Boston.

When I hear teachers speak as though our schools were perfect, and see them resist all attempts at improvement, I have no difficulty in finding arguments for essential changes. As Watt's says,—

"I've seen enough of what is called
Perfection here below."

But because our schools have not made all our citizens intelligent, and banished ignorance from the state, I am not prepared to pronounce them an utter failure, any more than I am to pronounce Christianity an utter failure because in nineteen centuries it has a failed to bring the millennium.

But taking into account the tools we have to work with; recalling to mind, that, of the seven or eight thousand teachers employed in the State, only a small fraction have ever received any special preparation, or have had any considerable experience,—I am astonished that the results are as good as they are.

I am not surprised, however, that our school girls are severely criticised when I see the absurd teaching in many of them whose teachers have not the excuse of a limited experience, and insufficient means of preparation.

In language, for instance, when I see the teachers stultifying their pupils with distinctions where there are no grammatical differences, telling them of the agreement of words in properties of which one of them is destitute, and then trying to plan it off on pupils as knowledge that will enable them to speak and write correctly, I am almost ready to join the critics whom I criticise. If I do not, I am glad to have others blow such a blast as may awaken the dead, (I mean the pedagogically dead,) putting life into the dry bones, and changing our schools from cemeteries to seminaries of learning.

That there are teachers sleeping their last sleep so soundly that nothing but the trump of doom can arouse them, you and I know; and these are not always young and inexperienced teachers, but old routine teachers, from whom, in the consciousness of having "sounded all the depths and shoals" of their profession, the lessons of experience and counsel glide off like water from a duck's back.

For reasons, therefore, already indicated, I am thankful when an angel troubles the pedagogical waters, feeling assured it will impart a healing power; and I hope that the lame and impotent, who keep school instead of teaching, may find some one in the shape of a superintendent or otherwise to plunge them in. I say, when an angel troubles the waters; for we have two classes of critics, those who punish us "for our good," as good teachers always punish their pupils, and those who apply the lash merely to see the victim cringe, as good teachers never do, and should therefore be exempt from themselves.

The people of this country are pretty well off. Mr. T. M. Coan has been looking up the statistics of these matters at home and abroad, and offers the following figures in *Harper's Magazine*. The United Kingdom of Great Britain and Ireland is the richest nation. It heads the list with a capital valuation of \$44 billions; then comes France with \$36 billions; the United States with \$32 billions; Germany with \$20 billions; Russia with \$15 billions; and the Low Countries with \$11 billions capital, collectively. These are the valuations made by those countries of their entire resources. The average annual income per inhabitant in various countries is as follows: In the United Kingdom, \$165; in the United States, \$165; in the Low Countries, \$130; in France, \$125; in the British Colonies, \$90; in Germany, and also Scandinavia \$85. The annual accumulation of wealth in Germany is \$200 millions; it is \$325 millions in the United Kingdom; \$375 millions in France; in the United States it is \$325 millions! Our increase of national wealth since 1850, says a good English authority, would be enough to purchase the whole German Empire, with its farms, cities, banks, shipping, manufactures, etc. Every day that the sun rises upon the American people it sees an addition of \$2,800,000 to the wealth of the Republic.

FOR THE SCHOLARS.

Chang Yu Sing.

By MRS. A. ELMORE.

In the last number of the *COMPANION* was a story of the great Chinese statesman, which must have interested every reader, especially as the name is so frequently mentioned in recent dispatches from that distant country. We have here in New York at the present time, a Chinese gentleman who is attracting much notice. I visited him a few days since and had a pleasant chat with him. When I informed him that I intended to write an article for the *COMPANION* in regard to him, he said, "Will you let me see it. I would like to send a copy to my people." When you read this you may know that a copy, with a translation in the Chinese language, is on the way to the home of the giant Chang.

I have met many educated, courteous gentlemen, many who were noted for their grace of manner and conversation, but none of them excelled Chang Yu Sing. His countenance is of the finest type of nobility, contentment, kindness, and culture, have made his face grand in expression; his voice is clear, low, and pleasing; his English very much superior to that spoken by many native born Americans.

He speaks five languages fluently and of all the countries in which he has traveled he converses intelligently. His keen eyes scan every face in the crowd of visitors constantly coming and going, a face once seen he never forgets and greets the one recognized. To his countrymen he gives the warmest welcome in his native language.

To all courteous strangers he speaks and generally offers his hand, but I imagine that anyone who attempted to be rude in the hall would be quickly made ashamed by the glance of the keen eyes of the man who would waste no words on the offender, but make him the laughing stock of all there by one or two well chosen sentences. It is seldom that any one ventures a boisterous remark in his presence, for he commands respect.

No person can realize the immense size of the man except by comparison, his form is so well proportioned that when he is standing alone he appears to be about six and a-half feet, but a man six feet high with a tall hat on can stand under his outstretched arm.

I thought his beautifully-shaped hands were not larger than those of many gentlemen of six feet in height, but when he shook hands with me I found that I was mistaken. He weighs 360 lbs., and his height is so great that he looks slender. His dress is magnificent, the finest silks richly embroidered and quilted, form his daily dress.

As I sat in his parlor at the end of the hall, he exhibited to me his jewels.

"This watch," said he, "was made for me by order of Queen Victoria." I took it in my hand.

"It is very heavy," I said.

"The watch alone weighs two and one-half pounds," he answered.

I measured the chain and found it to be over nine feet long, and it is only long enough for Chang to carry the watch in his pocket.

"I have four fine watches presented to me, and all these rings were given to me by kings and princes and rulers where I have been traveling."

Taking up a photograph of himself, he said, "Allow me to give you my photograph and my name," and with his slender, graceful hand he took up the peculiar pointed stick, with which the Chinese write and dipping it into the Chinese saucer which held the thick ink used by them, he wrote his name in Chinese characters on the back of the card and presented it with a courtly grace.

To anyone who interests him his servant brings a cup of tea in obedience to his order—the cup seems to weigh nothing it is so delicate, and the tea is made in Chinese fashion. As I sipped mine, he said,

"My parents were like the majority of Chinese people under medium height."

"Were you tall as a child?" I inquired.

"Not until my seventh year, after that I was in great trouble, the boys were all afraid of me, so I could not play; the men were too wise for me I could not go with them and I was very unhappy."

"Have you brothers and sisters?"

"Three brothers and two sisters, all of ordinary height."

Other guests were coming whom he recognized and I rose to go—

"You will surely come again, Madame?" courteously clasping my hand and bowing.

"I certainly will come soon, it has been a pleasure to meet you."

"Thank you, Madame, I am also pleased. Good-night."

Many persons are opposed to the exhibition of peculiar people, malformed animals and many things coming under the head of curiosities. The time was, and is yet to some extent, when collections of curiosities were surrounded by so many objectionable features that parents did well to keep their children away from them.

But any body can go to see Chang with pleasure and profit, taking home with them no compunctions of conscience. He will remain in the United States for one year, being engaged by P. T. Barnum and some others, who pay him the sum of \$500 per week, for the entire year.

He was born at Waang Hue, near Pekin, and will be 34 years old on the 15th of March next. His habits are so simple, and his temper so equable that he ought to live to an age proportioned to his size.—*Scholar's Companion*.

The Freedom of the City.

Guests of the City of London are given, if they are to be greatly honored, the "Freedom of the City." The meaning of this is, that many years ago there were societies carrying on business, such as goldsmiths, weavers, etc. All belonging to these societies, could practice their trade in the city, others could not. To have the freedom of the city meant to be free to carry on one's trade. But gradually the power of the societies passed away. The freedom of the city of London is conferred as an honor at the present day. It is done as follows: a small slip of parchment is presented, which guarantees to the holder and his children after him forever the right to live and trade within the city without having to pay a tax on the goods brought through the gates. It exempts him from a naval and military service and tolls and duties throughout the United Kingdom. It insures to his children the care of the chamberlain, who, in case they are left orphans, takes charge of their property and administers it in their interest until they arrive at years of maturity. The parchment bears the seal and signature of the lord mayor and chamberlain, and is generally ornamented with ribbon and illuminated. It is always enclosed in a long, thin, gold box, and is intended, of course, to be owned as a token of great respect. This honor was conferred upon General Grant during his visit to London.—*Scholar's Companion*.

THE HEAVENS IN MARCH.—Venus is now the brightest of the three evening stars; she came near Saturn on the first day of the month. The conjunction was not a close one, Venus passing between five and six degrees to the north, and dissolving the planetary trio which has delighted the eyes of observers of the stars. On the 27th February Venus reached her period of greatest brilliancy. She has been moving rapidly westward since her eastern elongation on the 20th of February, presenting in the telescope the phase of the moon passing from the last quarter toward new moon. When at superior conjunction the whole enlightened face of Venus is turned toward us she is 160,000,000 miles distant, and the diameter of her disc is only ten seconds. When at inferior conjunction she is 25,000,000 miles distant and measures sixty seconds. The present period of greatest brilliancy will enable one to find Venus in the daytime. First note carefully her distance bearing from the sun and then with a tube a few feet in length the planet can be seen; it looks like a white cloud.

A two-foot rule was given to a laborer in a Clyde boat-yard to measure an iron plate. The laborer, not being well up to the use of the rule, after spending considerable time, returned, "Noo, Mick," asked the plater, "what size is the plate?" "Well," replied Mick, with a grin of satisfaction, "it's the length of your rule and two thumbs over, with this piece of brick and the breadth o' my hand from here to there, bar a finger."

ABOUT 300,000 boxes of oranges have reached this city this season from groves in Florida. Their value is estimated at \$600,000. Ten years ago not a box was shipped to this market. There were but a few trees in St. John's County. The plantations now cover the highlands in five counties, a tract of 400 miles long by twenty wide, and are fast encroaching upon other lands in the Southern counties.

HORSFORD'S ACID PHOSPHATE

IN INDIGESTION.

DR. A. S. CARPENTER, of Keene, N. H., says: "It is a valuable medicine. I have taken it myself and prescribed it for my patients for indigestion or insorption of the digestive organs, and always with satisfactory results."

BOOK DEPARTMENT.

MAGAZINES.

The contents of the *North American Review* for March will attract attention by the timeliness of the topics discussed. First, we have a thoughtful and moderate article by Bishop Coxe on "Theology in the Public Schools." The author would strangely exclude from the school-room all sectarian dogmas, whether Papist or Protestant, but he insists on the retention of the Bible, first because that book is the principal fountain of our English speech, and secondly because it is really the base of our school system. The second article is by Captain Eads, who endeavors to show the practicability of his ship-railway. Judge H. H. Chalmers, writing of the Effects of Negro Suffrage, bespeaks for the Southern States, while engaged with the solution of the great problem that has been forced upon them, the sympathy and counsel of the North. The other articles are "The Free-School System," by John D. Philbrick, being a reply to the recent strictures of Mr. Richard Grant White on the public schools; "Theological Charlatanism," by Mr. John Fiske, whose typical theological charlatan is Mr. Joseph Cooke; and, finally, a review of some recent publications in Physics, by Prof. A. W. Wright.

The March *Appleton's* is a literary number. In this department we notice articles on George Eliot, Tennyson's new Drama, Ophelia in "Some of Shakespeare's Characters," twelve reviews of "Some recent novels," and "The Criterion of Poetry."

The frontispiece in the February number of the *Magazine of Art* is from Emile Wauters' picture, "The Madness of Hugo Van Der Goes," which was exhibited in the Brussels Exhibition in 1872. Meissonier is the subject this time of the series, "Our Living Artists," and two of his paintings are reproduced, besides his portrait and autograph. Florence, as one of the "Cradles of Art," receives the attention of Oscar Browning, and four illustrations are given. A strong reproduction of "The Improvisatore" occupies a full page and a brief analysis is appended. In "The Story of Great Cathedrals," an account, with two views, is given of the wonderful edifice at Cologne. An important and highly attractive paper, is the one describing Sir Frederick Leighton's house. We must especially mention among the rest of the contents the engraving of the "Sunset on the Osterschelde." The letter-press and illustrations of this magazine are unexcelled in interest and beauty, and the artists in America will welcome its monthly visits as showing what is being done in their art across the waters. The yearly subscription is \$3.50 and Cassell, Petter & Galpin should be addressed in ordering.

Wide Awake for March will be read through from beginning to end, and the cry will be for "more" of the interesting stories of child life which the Editor has such a talent for seizing for the magazines. Frank Converse tells "Bassie's Story," to which F. T. Merrill contributes a full-page illustration. The boys who like to "hitch" with their sleds will appreciate Mary Densel's story, "How Philip Sullivan Did an Egland." The little girls who think scales and exercises are necessary in learning music should read about "The girl who had patience to practice," who was none other than the famous Camilla Urso. The conclusion of Margaret Etinge's two-part story is given, and a prize of money is offered to young people.

The students of Packard's Business Col-

lege are an enterprising set of fellows. In the February number of their *College Tell Tale* they have added several pages, with an artistic cover executed with a pen by Mr. D. T. Ames. Every page of this paper exhibits life and animation.

The third number of *Education* is for January-February. It contains eleven articles, one poem and a portrait of William T. Harris. Among the contributors we find the names of H. H. Morgan of St. Louis, Selah Howell, E. R. Humphreys and John D. Philbrick of Boston, Elizabeth Peabody of Concord, H. M. Shepherd of Baltimore, Joshua Kendall of Cambridge. It is a stirring magazine and deserves a cordial welcome and support.

Our Little Ones for March has, among the many beautiful pictures which were prepared expressly to illustrate the reading matter, two of which cover the full page, by Miss C. A. Northam and E. H. Garrett.

Presley Blakiston, Philadelphia, announced that during 1881 he will furnish in the *American Specialist* original and selected articles for the general practitioner upon all the leading specialties of medicine. The price of the magazine is \$1.50 per annum. It will be a valuable publication.

The *Scholar's Companion* for March contains an account of the giant Chang, who is attracting so much attention just now. It is written by Mrs. A. Elmore, who visited Chang.

The little ones to whom the March *Nursery* goes will find their wants in the way of pictures and stories, richly provided for.

PAMPHLETS.

Report of the Minister of Education of the Province of Ontario for the year 1879.—Indications of Character in the head and face. Illustrated. By Henry S. Drayton, A.M. New York: Fowler & Wells.—Journal of the Board of Education of the city of New York, 1881.—Annual Report of the Superintendent of Public Instruction in New Hampshire, 1880.—Virginia School Report, 1880.

Manual of the Common Schools of Hendricks County, Indiana.—Manual of the Public Schools of Montgomery County, Indiana.—J. W. Bouton's Catalogue of Recent Publications, New York.—Biennial Report of the Territorial Superintendent of District Schools, Salt Lake City.—An Address at the Reopening of Pardee Hall, Lafayette College, Easton, Pa., by Francis A. March, LL D.—Manual of the Common Schools of Morgan County, Indiana.—Protection for the Working Women of New York. Report up to 1881.—Humboldt Library: The Romance of Astronomy. By R. Kelley Miller. New York: J. Fitzgerald & Co.

The National Temperance Society. The National Temperance Society and Publication House was organized in 1863 for the special work of creating and circulating a sound temperance literature. It is composed of annual and life members, life directors, and life patrons, and is represented by a board of thirty managers, selected from the various religious denominations and temperance organizations in the country; and has stereotyped and published eight hundred and twenty varieties of books, tracts, and pamphlets, upon every phase of the question.

During the last fifteen years over \$80,000 have been spent for stereotyping and literary labor, and about 450,000,000 pages have been printed since the organization of the Society. The amount of temperance literature gratuitously distributed was over

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\$35,000. Few of its publications are sold at a profit; some are sold at cost, many more sold at less than cost, and many are given away in answer to most earnest appeals for aid from many parts of our own country and from missionary fields abroad.

The fundamental principles of the Society are total abstinence for the individual and legal prohibition of the traffic by the state and nation; the entire suppression of the sale of intoxicating beverages our great end and aim. To attain this end every available influence is to be employed and every practicable movement aided and assisted.

The object is to unify and concentrate temperance effort more thoroughly and systematically, enlist churches, Sabbath-schools, and ecclesiastical bodies, secure proper State and national legislation, and a National Commission of Enquiry into the results of the liquor-traffic, educate public sentiment upon every phase of the question, and promote a wider circulation of temperance literature in the interests of the general cause.

Hon. Wm. E. Dodge, is President of the Society, and J. N. Stearns, Corresponding Secretary, 58 Reade Street, New York city.

The Concordance War.

It will be remembered that the American reprinters of Dr. Young's Concordance in order to justify themselves in reprinting without the author's authority, and without allowing him any compensation whatever, the American reprinters of Young's Concordance have reported—(1) That Dr. Young, before the reprint was issued, demanded from the American public \$15,000 for the book. (2) That they offered him \$10,000 profit for the control of the American market. (3) They deny his assertion in his "Appeal" that he has corrected many errors in his revised edition, and offer him "\$100 reward" to prove it. Dr. Young replies—(1) He never demanded \$15,000 for the book; but, on the contrary, nearly a year ago (long before a reprint was thought of), he sent thousands of circulars to America—6,000 at one time—offering to send the book, postpaid, on receipt of 22s. 6d. (\$5.40). This was as low as he could possibly sell the work and allow himself a reasonable profit on his forty years of labor. (2) Had Dr. Young accepted the offer made him he would have lost on paper and press-work alone much more than \$10,000. (3) Dr. Young, passing by the result, in the reward offered him, if he will prove that he has told the truth in his "Appeal," is willing to point out "twenty important discrepancies" between their edition and his latest revised edition, provided these men will pay him \$1,000 of what he feels they already justly owe him; or he will point out fifty, if they will pay him \$2,500 of his claim; or he will point out more than one hundred such discrepancies if they will pay him the "\$10,000 profit" they say they were once willing to allow him,

SCHOOL MANAGEMENT, by Amos M. Kellogg. This volume is by an educator who has had much experience and who has given in this book many valuable hints to assist the teacher in the trying circumstances that surround him. He believes the way to manage a school is to render them manageable. The book has an introduction by Thomas Hunter, President of the New York Normal College. It discusses the subject somewhat in the objective style—visiting the school and pointing out its excellent features. It shows how that good government increases the teaching power of the teacher. Shows the principles that underlie it, and makes valuable suggestion as to the mode by which regular attendance and the co-operation of the pupils can be secured. Discipline, Penalties, Modes of Interesting and Employing his pupils are treated in an enlightened manner. The volume will be of benefit to any teacher. It especially shows how the pupils may be led to co-operate and help forward the school instead of retarding it. It is a real addition to this class of works of which we have far too few.

Shrewdness and Ability.

Hop Bitters so freely advertised in all the papers, secular and religious, are having a large sale, and are supplanting all other medicines. There is no denying the virtues of the Hop plant, and the proprietors of these Bitters have shown great shrewdness and ability in compounding a Bitters, whose virtues are so palpable to every one's observation.—*Examiner and Chronicle*.

A METEORIC stone fell at Wiener Neustadt a few days since, near the telegraph office, and penetrated deeply into the gravel-covered road. The phenomenon was witnessed by several persons, who all declare that the meteor showed a brilliant light. Upon inspection a triangular hole was discovered of five centimeters width; the ground was frozen at the time. The meteoric stone was excavated in the presence of Dr. Schober, director of the Wiener Neustadt High-school. It weighs 375 grammes, is triangular in shape, its exterior is crystalline, with curious blackish, grayish and yellowish reddish patches. Here and there metallic parts give a brilliant luster. Its specific weight is very high, and it is very hard.

The Popular Demand.

So great has been the popular demand for the celebrated remedy Kidney Wort that it is having an immense sale from Maine to California. Some have found it inconvenient to prepare it from the dry compound. For such the proprietors now prepare it in liquid form. This can be procured at the druggists. It has precisely the same effect as the dry, but is very concentrated so that the dose is much smaller.—*Lowell Mail*.

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From PROF. M. A. NEWELL, Principal of Mary-land State Normal School.

Baltimore, January 17, 1881.

Messrs. E. L. KELLOGG & CO., Gentlemen.—I have received a copy of "School Management." I have read it with great pleasure and interest. No book of its size that I know of contains as many good suggestions for practical teachers. Yours truly, M. A. NEWELL.

From PROF. WASHINGTON HASBROOK, Principal of the New Jersey Normal and Model Schools.

New Jersey State Normal School, Trenton, Dec. 13, 1880.

I have read the advance sheets of Kellogg's "School Management," and am much pleased with the work. Unlike many books of the kind, it is the result of long and varied experience in the school-room, and hence must be invaluable to the young teacher. Every teacher should have it in his library. W. HASBROOK.

From PROF. W. F. PHELPS, formerly Principal of the Minn. State Normal School, now Supt. of the Winona City Schools:

DEAR MR. KELLOGG.—I have carefully read the advance sheets of your new book on "School Management," and am strongly impressed with the belief that the book is fruitful with suggestions, and that it will be exceedingly helpful to teachers. To the young and inexperienced it will prove a valuable guide. I hope the book will find its way into the hands of thousands of those who are struggling in the hands of innumerable obstacles to reach a higher standard of skill and influence. W. F. PHELPS, Supt. of Schools, Winona, Minn.

From PROF. J. W. BARKER, Principal of Public School No. 4, Buffalo, New York.

I have been favored with the perusal of the advance sheets of Kellogg's new book upon School Management. What pleases me most is the straightforward, common sense style of the work. There seems to be no verbiage, no tedious attenuation of pedagogical detail, but a clear and systematic presentation of the teacher's work; sufficient for direction, advice and encouragement. The book has evidently been prepared with much care, and with an eye covering the entire field of the teacher's labor. Mr. Kellogg is a graduate of the Albany Normal School, and for some years held a professorship in that institution; and we can clearly see in "School Management" much of the spirit and style of that first prime minister of normal schools in the state of New York, D. F. Page. We predict for this new book much popular favor. J. W. BARKER.

From the *Independent*.

As far as we can judge from such inspection as we can give it, *SCHOOL MANAGEMENT* by Amos M. Kellogg, A.M., (New York: E. L. Kellogg & Co.) is a good and useful book. Mr. Hunter, President of the Normal College, in this city, points out its merits much in detail. The book goes on the general theory of making the pupils manageable and leading them to use their minds for themselves and in right ways, and seems to embody the conclusions of a sensible and experienced teacher.

From the *Sunday School Times*.

None of the professions are so liberally supplied with books upon its own art as the profession of teaching. If we are to believe the teachers themselves, however, but few of these books are of either theoretical or practical value. It is a pleasure, therefore, to be able to commend a really good book in this line. This can fairly be done in the case of *School Management*, a practical guide for the teacher in the school-room, by Amos M. Kellogg, A.M., formerly of the New York State Normal School, at Albany, New York. It is based on experience, and its principles are those of wise and enlightened induction. The whole is very practical, and is done in an unpretentious manner. The author recognizes the existence of a wider world than the school-room, as well as the necessity of something more than the cob-webs of an experienced brain in order to know how to manage a first-rate school. The book is prefaced with a didactic and commendatory introduction by Thomas Hunter, Ph.D., President of the Normal College of New York City.

From the *Cincinnati Enquirer*.

A practical guide for the teachers on school management has just been issued by E. L. Kellogg & Co., of New York. Mr. Amos M. Kellogg is the author. Mr. Kellogg is himself an educator of wide experience, and in his book has given many hints to assist the unexperienced. He believes the way to manage a school is to render the pupils manageable. The book has an introduction by Thomas Hunter, President of the New York Normal College. It discusses the subject somewhat on this objective style—visiting a school and pointing out its excellent features. It shows how that good government increases the teaching powers of the teacher. Shows the principles that underlie it, and makes valuable suggestions as to the means by which regular attendance and the co-operation of the pupils can be secured. Discipline, penalties, modes of interesting and employing the pupils are treated in an enlightened manner. The volume will be of benefit to any teacher. It especially shows how the pupils may be led to co-operate and help forward the school instead of regarding it. It is a real addition to this class of works of which we have far too few.

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How to Make a Hair-Book.

By C. A.

I have been asked by a number of girls to tell how I made my hair-book. Almost every one has a few locks of hair which are prized, and they are preserved in different ways—sometimes in envelopes, or tied up in paper, or placed in lockets, or laid in a box. But the best way is to have a little blank-book, say three inches square.

The one end of the hair securely with a piece of thread or a narrow silk ribbon; a dark color to light hair, blue to golden, pink or red to black. Hold this end with the left hand and comb until the hair is smooth. Then lay upon the paper, and let it take its natural form, or if it is "straight as a poker," arrange it gracefully. Do not let any air blow upon your work just at this point, or it will cause you trouble. Cut some narrow strips of white paper, about an inch long, and paste at least two on each lock of hair—one at each end, if necessary to hold it. This is the only difficult part to do, and requires neatness and dexterity, and careful handling of the mucilage, not to get too much on. Below the hair, in the left hand corner, write the name of the person from whom it came, and at the right, the date.

There is very little to do in making a hair-book, and a rainy afternoon is just the time to work on it. Some one has suggested that the first page of the book should have an appropriate quotation, but who knows of one?

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THE HORSESHOE SUPERSTITION.—In early times among the Celtic race an effigy of the patron saint, so common in churches and temples, was much used in the dwellings and workshops of the people as a so-called "protection" against ill fortune. The "glory" above the head of these figures—which later was often rudely carved in wood and painted—was represented by a circular piece of polished metal, to convey the effect of the shining halo or nimbus, frequently seen in illustrations of the Virgin and other Scripture subjects. Often this metal nimbus was of semi-circle form and after the figure itself had disappeared by reason of decay, the nimbus remained and was suspended in some prominent place at the entrance door or other point of commanding view. In course of time the nimbus was much used as a substitute for the effigy of the saint, and the virtues of the latter were transferred to it, thus making it the symbol of good luck. —*Baldwin's Monthly*.

The three large Jesuit schools in Paris have been entirely evacuated, and the authorities have walled up the doors of the establishments.

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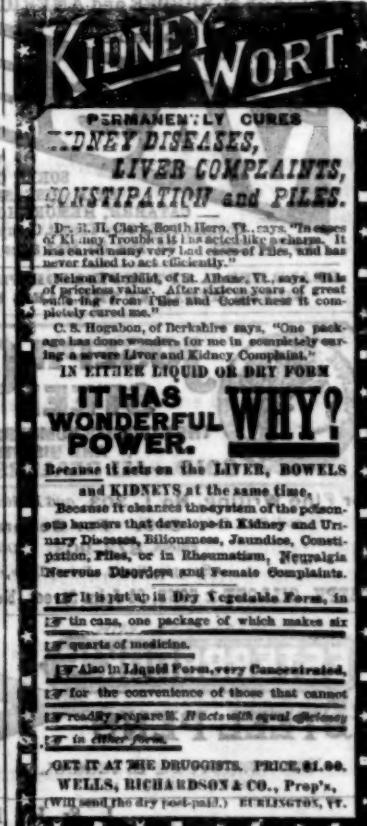
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